



# **Grade 4 Social Studies Curriculum**

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**Wayne School District**  
**Social Studies Curriculum**

<b>Content Area/Grade Level</b>	Social Studies/4th Grade
<b>Unit Plan Title</b>	Unit 1: Economics
<b>Time Frame</b>	10 weeks
<b>Anchor Standards/Domain</b>	
<p><b>New Jersey Student Learning Standards for Social Studies, 3-5</b> 6.1 U.S. History: America in the World</p> <p><b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b> Information and Media Literacy</p> <p><b>New Jersey Student Learning Standards for English Language Arts, Grade 4</b> Anchor Standards for Reading: Craft and Structure Anchor Standards for Writing: Production and Distribution of Writing, Research to Build and Present Knowledge</p> <p><b>WIDA Standards</b> Standard 1 – Social and Instructional Language Standard 5 – The Language of Social Studies</p>	
<b>Unit Summary</b>	
<p>In this unit, students will understand and use geographic skills and concepts to interpret maps, physical features, and regions of New Jersey and how they affect individual communities. Students will explore and analyze the economic, social, and political features that impact New Jersey.</p>	
<b>Standard Numbers and Mandates</b>	
<p><a href="#"><u>New Jersey Student Learning Standards for Social Studies</u></a></p> <p><b>Geography, People, and the Environment</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Economics, Innovation, and Technology</b></p> <ul style="list-style-type: none"> <li>• 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</li> <li>• 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</li> <li>• 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> </ul>	

- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.

#### **History, Culture, and Perspectives**

- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

#### **Civics, Government, and Human Rights**

- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

### [New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills](#)

#### **Information and Media Literacy**

- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

### [New Jersey Student Learning Standards for English Language Arts, Grade 4](#)

#### **Reading Information**

- 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

#### **Writing**

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

#### [WIDA Standards](#)

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

### **Essential Questions**

- What factors influence how and where people choose to live?
- How is the price of goods and services decided?

### **Enduring Understandings**

- New Jersey has a diverse geography which drives the economic development and overall lifestyle within each region.
- Different economic, social, and political factors impact the overall culture of each region.

## Interdisciplinary Connections

- ELA: RI.4.4., W.4.4. Students can support their non-fiction reading and writing skills in a variety of activities.
- ELA: W.4.7. Students use technology to conduct research throughout the unit to build and present their understanding of economics

## Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- differentiate between various communities and the advantages of living in each one.
- analyze the diverse geography of New Jersey.
- interpret the factors that drive the economy in general in addition to each region of New Jersey.
- explain the various methods and strategies that people utilize to meet their needs and the factors that impact these decisions.
- complete a cost benefit analysis of decisions using quantitative data.
- compare and contrast life within each region of New Jersey.
- evaluate the impact and contributions of famous figures from New Jersey.

## Assessments

*Required common assessments have an \**

All underlined resources can be found in the [Grade 4 Social Studies Resource Folder](#):

- *Formative*: New Jersey Region Postcard Project, accountable talk, shared and independent reading and writing assignments
- *Summative*: Unit 1 Assessment
- *Benchmark*: My State - New Jersey (Unit 1)
- *Alternative*: True Flix New Jersey, Region Fact Sort

## Teaching and Learning Activities

*Activities*

All underlined resources can be found in the [Grade 4 Social Studies Resource Folder](#):

- Text - The New Jersey Adventure:
  - pages 4-6 (Location: Exact and Relative)
  - pages 8-9 (Land Regions of New Jersey)
  - pages 10-15 (State Geographical Features)
  - pages 16-21 (State Climate and Resources)
- Explore a map of New Jersey
- Brain Pop (login required)
  - Supply and Demand
  - Industrial Revolution
  - Assembly Line
- A Quilt of Many Counties
- I am New Jersey Name Poem
- Communities: Notes Organizer
- NJ Geography & Facts
- Four Regions PowerPoint
- Four Regions Road Trip
  - Cranberry Bog Video Slides (Atlantic Coastal Plains)
  - Sterling Mine Museum Documentary on YouTube (Highlands)
  - The Wandering Woodsman- Highest Point in New Jersey ~ High Point

	<p>State Park 1,803 feet on YouTube (Appalachian Ridge and Valley Region)</p> <ul style="list-style-type: none"> <li>○ Geography of New Jersey - Beyond the Shore on YouTube</li> <li>● <u>New Jersey Regions Research and Oral Presentation</u> <ul style="list-style-type: none"> <li>○ Geography</li> <li>○ Products/Resources</li> <li>○ Major Towns and Cities</li> <li>○ Bodies of Water</li> <li>○ Attractions/Entertainment</li> </ul> </li> <li>● <u>Region Postcard Project</u></li> <li>● <u>Four Regions Sort</u></li> <li>● <u>Economics Slide Show</u></li> <li>● <u>Economics Handouts</u> <ul style="list-style-type: none"> <li>○ Economy - Scarcity</li> <li>○ Opportunity Cost (scarcity)</li> <li>○ Supply and Demand - Gold Rush</li> <li>○ Supply and Demand - Graph</li> <li>○ Supply and Demand - System</li> <li>○ STW supply and demand</li> <li>○ STW supply and demand - Money</li> </ul> </li> <li>● <u>Barter Game</u> - exchange of goods and services</li> <li>● <u>Supply and Demand Station Rotation Activity</u></li> <li>● <u>ReadWorks Article</u>: The Industrial Revolution</li> <li>● <u>New Jersey Innovators Project</u></li> </ul>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> <li>● <u>Flat New Jersey</u></li> <li>● Enrichment Activities and Extension Menus</li> <li>● <u>All Around New Jersey - City History</u></li> <li>● <u>New Jersey Map- Label Me</u></li> <li>● <u>NJ Ongoing Extension Activity Book</u></li> <li>● Various leveled texts and picture books</li> <li>● Whole class, small group, and independent work</li> <li>● Anchor charts with discussion language</li> <li>● Flexible grouping</li> <li>● Utilize picture representation of concepts</li> <li>● Graphic organizers</li> <li>● Level of independence</li> <li>● Differentiated checklists and rubric (if appropriate)</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>● <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>● <a href="#">Unit 1 Resource Folder</a></li> <li>● <a href="#">Epic Book List- New Jersey</a></li> </ul>	

**Wayne School District  
Social Studies Curriculum**

<b>Content Area/Grade Level</b>	Social Studies/4th Grade
<b>Unit Plan Title</b>	Unit 2: History Exploration
<b>Time Frame</b>	10 Weeks

**Anchor Standards/Domain**

**New Jersey Student Learning Standards for Social Studies, 3-5**

6.1 U.S. History: America in the World  
Amistad Mandate

**New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills**

Global and Cultural Awareness  
Media and Information Literacy

**New Jersey Student Learning Standards for English Language Arts, Grade 4**

Anchor Standards for Reading: Craft and Structure  
Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge

**WIDA Standards**

Standard 1 – Social and Instructional Language  
Standard 5 – The Language of Social Studies

**Unit Summary**

In this unit, students will determine the importance of exploration on the world at large. Students will identify the causes, effects, and motivations for European exploration from the mid-15th century through the mid-17th century. They will be able to understand the impact of the new settlements on the land and the people that use the land, along with the future implications these settlements will have.

**Standard Numbers and Mandates**

**[New Jersey Student Learning Standards for Social Studies](#)**

**Civics, Government, and Human Rights**

- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

**Geography, People, and the Environment**

- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

**Economics, Innovation, and Technology**

- 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

## **History, Culture, and Perspectives**

- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
- Amistad Mandate

## **New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills**

### **Global and Cultural Awareness**

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

### **Media and Information Literacy**

- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

## **New Jersey Student Learning Standards for English Language Arts, Grade 4**

### **Reading Information**

- 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.

### **Writing**

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.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

### **Essential Questions**

- Why did Europeans choose to explore and then settle in North America?
- How did European settlers get the resources and goods they needed in North America?
- What may happen when different cultures interact?

### **Enduring Understandings**

- Scientific developments and the desire for wealth led to an age of exploration.
- When people settle in an area, they bring new ideas and ways of life. The establishment of new settlements led to exposure to different cultures and religions, which often resulted in conflicts.

### **Interdisciplinary Connections**

- ELA: RI.4.4., W.4.4. Students can support their non-fiction reading and writing skills in a variety of activities.
- ELA: W.4.9. Students use technology to conduct research throughout the unit to build and present their understanding of the era of exploration.

### **Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will...

- Identify the first Europeans to explore the New Jersey region
- Analyze and identify factors that motivated the explorers to come to New Jersey
- Analyze the land and water routes taken and how they led to colonization of the New World
- Utilize visual and written information to demonstrate knowledge of European/New World Explorers and their contributions
- Investigate the relationships and power struggles between Africans, Native American groups (Lenni Lenape), Dutch and French fur traders, French missionaries, and early settlers, noting the different perspectives toward land ownership, culture, and use of resources
- Identify reasons for immigrating to the New World
- Connect the impact of mercantilism to the development of the colonies



- Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States
- Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
- Evaluate the impact of slavery on the colonies from multiple perspectives
- Consider multiple perspectives on the same topic
- Analyze texts to make inferences, craft claims and cite supporting evidence
- Use research skills and domain-specific vocabulary on a topic to present findings

## Assessments

*Required common assessments have an \**

All underlined resources can be found in the [Grade 4 Social Studies Resource Folder](#):

- *Formative*: Explorer Foldables
- *Summative*: Unit 2 Assessment
- *Benchmark*: History Exploration (Unit 2)
- *Alternative*: Explorer Report (Slides), TrueFlix: Colonial America

## Teaching and Learning Activities

### Activities

All underlined resources can be found in the [Grade 4 Social Studies Resource Folder](#):

- The New Jersey Adventure text pages:
  - pages 48-49 (European Contact/Columbus)
  - pages 50-51 (Cabot, Hudson, da Verrazano)
  - page 52 (Relations Turn Sour, New World Treasures)
  - pages 53-56 (Early Settlements)
  - pages 60-63 (The Colony of New Jersey/Carteret and Berkeley)
  - page 65 (New Jersey Settlers)
  - pages 66-67 (Religious Immigration)
  - pages 68-71 (The Two Jerseys, French Indian War)
- Discovery Education (login required) -
  - Animated Hero Classics: Christopher Columbus
  - History Kids: Christopher Columbus
  - History Kids: Native Americans of the Northeast
  - The Beanbody Histories: Jamestown
  - Early Settler: The Era of Colonization
  - Curiosity: Geography and Founding of the New England Colonies
  - Curiosity: Government and People of the New England Colonies
  - Curiosity: Geography and Founding of the Middle Colonies
  - Curiosity: Government and People of the Middle Colonies
  - Curiosity: Geography and Founding of the Southern Colonies
  - Curiosity: Government and People of the Southern Colonies
- Brain Pop (login required) <http://www.brainpop.com>
  - Christopher Columbus, Henry Hudson
  - Slavery, Columbian Exchange

- Motivation: Time To Explore
  - revisit at end of unit as a reflection
- Explorers' Fact Chart- teacher resource
- Explorer Research Report Options
  - Explorer Foldables
    - Explorer Read Alouds (for each explorer)
    - Explorer Map Routes
  - Explorer Report (Slides)
  - Explorer Research Resources
- Explorers Information
  - Columbus' Ships
  - Columbus Map Activity
  - Columbus (Mr. Nussbaum article)
  - John Cabot Differentiated Passages
  - John Cabot Reading Comprehension (Mr. Nussbaum article)
  - John Cabot Slides and Quiz
  - Giovanni da Verrazzano (info only)
  - Giovanni da Verrazzano Letter (info only)
  - Hudson Picture Analysis - intro to DBQs
  - Henry Hudson Reading Passage 1
  - Henry Hudson Reading Passage 2
  - Hudson Map and Questions
  - Hudson Article and Questions
  - Explorers Cartoon
- Columbian Exchange Slides
- Native Americans and New Settlers
- Colonial America
  - Colonial America Mnemonic
  - 13 Colonies Label Me
  - New England
  - Middle
  - Southern
  - Colonies Foldable
  - Colonial America
  - Colonial Coordinate Map Skills
- Slavery in Colonial America
- Indentured Servants and Slavery
- TrueFlix: Colonial America, Slavery in America
- Poetry Analysis - Frontier Life
- Introduction to Document Based Questions
  - Indentured Servant Close Reading
  - The Brotherton Indians of New Jersey Close Reading
  - Comparing Perspectives
    - I Won't Give Up
    - Jamestown Kids

### *Differentiation Strategies*

- Extension Menu
- Map Skill: Trace the explorers' routes from Europe to the New World.
- Explorer Research Report - choose another explorer
- Explorer's Journal Entry (from the perspective of an explorer)
- Various leveled texts
- Whole class, small group, and independent work
- Anchor charts with discussion language
- Flexible grouping
- Visuals
- Graphic organizers
- Differentiated checklists and rubric (if appropriate)
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

### **Resources**

- [Unit 2 Resource Folder](#)
- [Epic Book List - Explorers](#)
- [Epic Book List - Colonial Life](#)
- *100 African Americans Who Shaped American History*, Chrisanne Beckner

**Wayne School District**  
**Social Studies Curriculum**

<b>Content Area/Grade Level</b>	Social Studies/ 4th Grade
<b>Unit Plan Title</b>	Unit 3: Civics
<b>Time Frame</b>	9 weeks
<b>Anchor Standards/Domain</b>	
<p><b>New Jersey Student Learning Standards for Social Studies, 3-5</b> 6.1 U.S. History: America in the World</p> <p><b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b> Critical Thinking and Problem-solving</p> <p><b>New Jersey Student Learning Standards for English Language Arts, Grade 4</b> Anchor Standards for Reading: Integration of Knowledge and Ideas Anchor Standards for Writing: Production and Distribution of Writing, Research to Build and Present Knowledge</p> <p><b>WIDA Standards</b> Standard 1 – Social and Instructional Language Standard 5 – The Language of Social Studies</p>	
<b>Unit Summary</b>	
<p>In this unit, students will understand the foundations of our nation’s government and how it functions. Students will look at different levels of government to understand how people can initiate change to better their communities. They will examine the role of citizens in a representative democracy and how the consequences of decisions made affect them.</p>	
<b>Standard Numbers and Mandates</b>	
<p><a href="#"><u>New Jersey Student Learning Standards for Social Studies</u></a></p> <p><b>Civics, Government, and Human Rights</b></p> <ul style="list-style-type: none"> <li>• 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</li> <li>• 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).</li> <li>• 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.</li> <li>• 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</li> </ul>	

- 6.1.5.Civics.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

#### **History, Culture, and Perspectives**

- 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

#### **New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills**

##### **Critical Thinking and Problem-solving**

- 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.

#### **New Jersey Student Learning Standards for English Language Arts, Grade 4**

##### **Reading Information**

- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

##### **Writing**

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  - W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

#### **WIDA Standards**

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

#### **Essential Questions**

- How were the basic values and principles of American democracy established?
- How can people in a community participate in government?
- How have people (past and present) changed the way local and national governments work?

#### **Enduring Understandings**

- Individual and group efforts have shaped our nation’s past and present.
- Under a democratic government, citizens have the right and responsibility to drive decisions made by elected officials
- The government can change, based on the needs of the people, their society, and their culture.
- The foundations and structure of American democracy remain intact while certain aspects have evolved over time.

## Interdisciplinary Connections

- ELA: RI.4.7., W.4.4. Students can support their non-fiction reading and writing skills in a variety of activities.
- ELA: W.4.9. Students use technology to conduct research throughout the unit to build and present their understanding of the United States Federal Government.

## Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- Explain America's new status as an independent nation
- Differentiate between various forms of government and why a democracy was chosen for the new country
- Develop an understanding of how our government works on all levels (local, state, and federal) and the importance of having a system of checks and balances
- Compare the qualifications of candidates running for local, state, or national office with the responsibilities of the position
- Explain how the United States is a representative nation and provide examples of how elected officials influence local, state, and nation public policy making
- Explain how individuals from diverse cultures and communities can collaborate and take action to initiate change in order to address community, state, national, and global challenges
- Identify and explain the significance of various key historical figures (William Livingston, William Paterson, George Washington, Thomas Jefferson, Benjamin Franklin)
- Summarize the key concepts of the US Constitution
- Use domain-specific vocabulary to compile research and present findings

## Assessments

*Required common assessments have an \**

All underlined resources can be found in the [Grade 4 Social Studies Resource Folder](#):

- *Formative*: Proposing Bills and Making Laws
- *Summative*: Unit 3 Assessment
- *Benchmark*: Unit 3 Benchmark
- *Alternative*: Write to your Leader

## Teaching and Learning Activities

*Activities*

All underlined resources can be found in the [Grade 4 Social Studies Resource Folder](#).

- The New Jersey Adventure
  - pages 106-107 (Constitutional Convention)
  - pages 108-110 (National Government)
  - pages 110-111(State Government)
  - pages 112-113 (Branches of Government)
  - pages 114-117 (Levels of Government)
  - pages 120-121 (Making a Law, Taking Part in Government)

	<ul style="list-style-type: none"> <li>● Discovery Education (login required) - <ul style="list-style-type: none"> <li>○ History Kids: Federal Government</li> <li>○ History Kids: State Government</li> <li>○ History Kids: City Government</li> <li>○ History Kids: How a Bill Becomes a Law</li> <li>○ History Kids: Constitutional Amendments</li> </ul> </li> <li>● BrainPop (login required) <a href="http://www.brainpop.com">http://www.brainpop.com</a> <ul style="list-style-type: none"> <li>○ Branches of Government</li> <li>○ How a Bill Becomes a Law</li> <li>○ Political Parties</li> <li>○ Political Beliefs</li> <li>○ Political Party Origins</li> <li>○ Primaries and Caucuses</li> <li>○ Voting</li> <li>○ Voting Rights</li> </ul> </li> <li>● YouTube Video: The Great Compromise</li> <li>● <u>Revolution Overview - How we got to this point</u> <ul style="list-style-type: none"> <li>○ The King's Taxes</li> <li>○ Liberty's Kids - ep 1-6, 40</li> <li>○ Causes of the War</li> <li>○ Declaration of Independence</li> <li>○ Victory, Peace and Aftermath</li> </ul> </li> <li>● <u>Local, State, and Federal</u> <ul style="list-style-type: none"> <li>○ Municipalities</li> <li>○ Review of Branches and responsibilities at each level</li> <li>○ Levels and Branches of Government</li> <li>○ Checks and Balances</li> </ul> </li> <li>● <u>How a Bill Becomes a Law</u></li> <li>● <u>Proposing Bills and Making Laws</u></li> <li>● <u>Make Your Own Election Book</u></li> <li>● <u>Why Do Citizens Vote</u></li> <li>● <u>Write to Your Leader</u></li> <li>● <u>Intro to DBQ</u> <ul style="list-style-type: none"> <li>○ Our Founding Fathers, Hard at Work</li> <li>○ Declaration of Independence</li> <li>○ Constitution and New Government Kit</li> </ul> </li> </ul>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> <li>● <a href="#">Differentiation Strategies for Students with a 504</a></li> </ul>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>● <a href="#">Unit 3 Resource Folder</a></li> <li>● <a href="#">Epic Book List - Civics and Government</a></li> </ul>	

**Wayne School District**  
**Social Studies Curriculum**

<b>Content Area/Grade Level</b>	Social Studies / Grade 4
<b>Unit Plan Title</b>	Unit 4: Financial Literacy
<b>Time Frame</b>	6 Weeks
<b>Anchor Standards/Domain</b>	
<p><b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b> Personal Financial Literacy</p> <p><b>New Jersey Student Learning Standards for English Language Arts, Grade 4</b> Anchor Standards for Reading: Craft and Structure Anchor Standards for Writing: Production and Distribution of Writing</p> <p><b>New Jersey Student Learning Standards for Mathematics, Grade 4</b> Operations and Algebraic Thinking Numbers and Operations in Base Ten</p> <p><b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b> Design Thinking</p> <p><b>WIDA Standards</b> Standard 1 – Social and Instructional Language Standard 5 – The Language of Social Studies</p>	
<b>Unit Summary</b>	
<p>In this unit, students will understand the importance and value of maintaining personal finances. Students will explore ways to make informed decisions about spending and borrowing money. They will explore the relationships between income and expenses, and how their financial decisions affect their future.</p>	
<b>Standard Numbers and Mandates</b>	
<p><a href="#"><u>New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills</u></a></p> <p><b>Credit Profile</b></p> <ul style="list-style-type: none"> <li>• 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history.</li> </ul> <p><b>Financial Institutions</b></p> <ul style="list-style-type: none"> <li>• 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.</li> </ul> <p><b>Financial Psychology</b></p> <ul style="list-style-type: none"> <li>• 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.</li> </ul>	



- 9.1.5.FP.2: Identify the elements of being a good steward of money.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 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.

#### **Planning and Budgeting**

- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

#### **Risk Management and Insurance**

- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

### [New Jersey Student Learning Standards for English Language Arts, Grade 4](#)

#### **Reading Information**

- 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.

#### **Writing**

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  - W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- B. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

### [New Jersey Student Learning Standards for Mathematics](#)

#### **Operations and Algebraic Thinking**

- 4.OA.A.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

#### **Numbers and Operations in Base Ten**

- 4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- 4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

### [New Jersey Student Learning Standards for Computer Science and Design Thinking](#)

#### **Engineering Design**

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

### WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

### **Essential Questions**

- How do people balance income and expenses?
- What happens when our wants and needs exceed our financial resources?

### **Enduring Understandings**

- Managing debt takes discipline.
- Financial health is dependent on making fiscally responsible decisions.

### **Interdisciplinary Connections**

- ELA: RI.4.7., W.4.4. Students can support their non-fiction reading and writing skills in a variety of activities.
- ELA: W.4.9. Students use technology to conduct research throughout the unit to build and present their understanding of the ways to manage personal finances.

### **Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will...

- Create a budget within their expenses
- Compare and contrast credit cards and cash
- Understand the concept of earning and paying interest on debt
- Utilize visual and written information to reflect on personal spending choices
- Justify reasons to have insurance
- Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members

### **Assessments**

***Required common assessments have an \****

*All underlined resources can be found in the [Grade 4 Social Studies Resource Folder](#):*

- *Formative*: Planning on a Budget
- *Summative*: Unit 4 Assessment
- *Benchmark*: Financial Literacy (Unit 4)
  - Benchmark 1 (beginning of unit)
  - Benchmark 2 (end of unit)
- *Alternative*: Options may include graphic organizers, timelines, maps, charts and additional teacher created assignments

## Teaching and Learning Activities

<p><i>Activities</i></p>	<p>All <u>underlined resources</u> can be found in the <a href="#">Grade 4 Social Studies Resource Folder</a>.</p> <ul style="list-style-type: none"><li>● Discovery Education<ul style="list-style-type: none"><li>○ Financial Literacy for Students: Grades 3-5</li></ul></li><li>● Secret Millionaire’s Club (video resources)</li><li>● Brain Pop<ul style="list-style-type: none"><li>○ Social Studies - Economics</li></ul></li><li>● <u>Practical Money Skills</u><ul style="list-style-type: none"><li>○ Allowance and Spending Plans</li><li>○ Money Responsibility</li><li>○ Saving and Investing</li><li>○ Comparison Shopping</li></ul></li><li>● <u>Planning on a Budget</u></li><li>● Easy Peasy Finance (<a href="https://www.easypeasyfinance.com/">https://www.easypeasyfinance.com/</a>)<ul style="list-style-type: none"><li>○ Insurance</li><li>○ Mortgage</li><li>○ Borrowing</li><li>○ Stock Market</li></ul></li></ul>
<p><i>Differentiation Strategies</i></p>	<p><u>Enrichment Activities and Games:</u></p> <ul style="list-style-type: none"><li>○ Financial Literacy Links (teacher reference)</li><li>● Various leveled texts</li><li>● Utilize picture representation</li><li>● Whole class, small group, and independent work</li><li>● Anchor charts with discussion language</li><li>● Flexible grouping</li><li>● Visuals</li><li>● Graphic organizers</li><li>● Level of independence</li><li>● <a href="#">Differentiation Strategies for Special Education Students</a></li><li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li><li>● <a href="#">Differentiation Strategies for ELL Students</a></li><li>● <a href="#">Differentiation Strategies for At Risk Students</a></li><li>● <a href="#">Differentiation Strategies for Students with a 504</a></li></ul>
<h3>Resources</h3>	
<ul style="list-style-type: none"><li>● <a href="#">Unit 4 Resource Folder</a></li><li>● <a href="#">Epic Book List - Financial Literacy</a></li><li>● <a href="#">Financial Literacy Links</a></li></ul>	