

Grade Four

Course: Social Studies

Grade: 4

Time Frame: September - 3 weeks

Unit of Study: I. NJ Geography and Map Skills

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS - Social Studies

Indicator

6.1.4.B.1

Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.B.2

Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence

6.1.4.B.3

Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude

6.1.4.B.4

Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States

6.1.4.B.5

Describe how human interaction impacts the environment in New Jersey and the United States

6.1.4.B.6

Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism

6.1.4.C.14	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.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
NJSLS –	

Technology	
8.2.4.D.5	Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.
NJSLS - Career Ready Practices	
9.4.5.CT.1:	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1)
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)
MEANING	

<p>Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Geography influences needs, culture, opportunities, choices, interests, and skills. ● There is a relationship between the consumption, and conservation of natural resources. 	<p>Enduring Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● How are the regions of New Jersey interrelated? ● How does the physical environment impact how and where people live and work? ● How does where you live affect how you live? ● How do geography, climate, and natural resources affect the way people live and work?
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ACQUISITION

<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● there are 4 Regions of New Jersey ● New Jersey’s natural resources are important to the economy ● the location of the state affects its climate ● the importance of New Jersey’s renewable and non-renewable resources and environmental concerns 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● <i>Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.</i> ● <i>Explain how New Jersey’s shoreline connects our state to the rest of the world.</i> ● <i>Describe how people use New Jersey’s waterways.</i> ● <i>Explain how New Jersey’s location affects its climate.</i> ● <i>Compare the landforms and features of each region.</i> ● <i>Explain how the people who live in a region affect its land.</i> ● <i>Distinguish between urban and rural communities.</i> ● <i>Identify and recognize the importance of New Jersey’s renewable</i>
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and nonrenewable resources.

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative:

Label a map of NJ with boundary lines for counties
 Label a map of NJ with the 21 counties (identify county in which they live)
 Create a map of their town

Summative:

Unit/Chapter Assessment on Geography of NJ
 Quizzes (vocabulary, key concepts, specific landforms)
 Create a postcard or Google Slides presentation from a specific region describing its physical attributes.

Alternative:

Label a map with regions of NJ
 Identify different landforms
 Label a compass rose (N, S, E, W)
 Have students trace the boundary line around the county in which they live.

Benchmark:

LinkIt
 Reading Inventories

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

- Draw a two-column chart and write the words Landforms and Waterways. Explain that each word is a compound word. Then, have students look at the visuals and write short descriptions about the kinds of land and water they see.
- Use the photos and maps and have students describe the landforms and bodies of water pictured.
- Jigsaw groups to study one of the regions in the lesson: Appalachian Ridge and Valley, Highlands, Piedmont Plateau, and Atlantic Coastal Plain.
- Write three main facts about a specific region to present to the class, and one test question for its listeners. Then have each group take turns presenting its ideas and question.
- Create timelines showing the ways people in New Jersey have changed the land to meet their needs.

Integrated Accommodations and Modifications ELL

- Name of counties in native language and English
- Numerous illustrations that help clarify the text
- Dictate in native language and label in English
- Use pictures with words in both languages
- Use pictures and dates to create a timeline
- Use a bilingual picture dictionary
- Work in small group to create a slide
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Provide books on tape
- Give students main facts and allow them to put in correct region
- Work with a partner to study a region
- Match pictures and words in regards to landforms and waterways
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Trace boundary line around the county in which they live. Trace other counties and identify where they live.	Presentation	New Jersey Counties map

- Have a partner when describing landforms
- Use word cards with pictures to illustrate landforms and waterways
- Display map of counties
- Trace map of county
- Cut out pictures and paste into a document to cite evidence
- Vary the method of lesson presentation using multi-sensory techniques

- Tiered Vocabulary - Pre-teaching
<http://www.educators/content/introducing>

Students At Risk for Failure

- Display map of all counties
- Trace map of county in which you live
- Draw landforms and waterways
- Use pictures with labels for vocabulary
- Work with a partner
- Tiered Vocabulary Pre-teaching

<http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
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Knowledge (deepening): Recite all the counties and label a blank map	Cognitive Structures
Written Products:	Problem Solving Strategies
Spoken Products:	Values

Interdisciplinary Connections

Language Arts:

- Reading informational texts and answering corresponding questions. • Geography of New Jersey Leveled Readers from Pearson about Cornelius Vanderbilt.
- New Jersey Studies Weekly news articles.

- Illustrate postcard to represent and depict the physical attributes of the region
- Google Slides presentation on when creating a postcard, specific to the region chosen. *New Jersey myWorld Social Studies* leveled edition readers
- Demonstrate creativity and innovation *New Jersey myWorld Social Studies* textbook
- New Jersey Studies Weekly online the region chosen. *New Jersey myWorld Social Studies* leveled edition readers
- New Jersey myWorld Social Studies online resources *New Jersey Studies Weekly*
- Pebble Go Next
- Use an application to create a *Pebble Go Next* postcard layout
- Access Google Classroom to manage assignments and stay up to date on deadlines and

Visual and Performing Arts:

specific region.	announcements		
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ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates <http://www.pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades.

Tier One	Teacher will determine words based on the need of the student
Tier Two	landform, geography, border, coast, wetland, waterway, transportation source, tributary, mouth, recreation, precipitation, elevation, weather, climate, temperature, blizzard, hurricane, region, swamp, marsh, culture, urban, population, rural, fall line, glacier, reservoir, environment, natural resource, economy, port, agriculture, mineral, pollution, conservation, recycle, renewable/nonrenewable resources, Appalachian Ridge and Valley, Piedmont, Highlands, Atlantic Coastal Plains, longitude, latitude, globe, Equator, Prime Meridian, compass rose, north, south, east, west, intermediate directions, cardinal directions
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies		Grade: 4	Time Frame: October- 4 weeks
Unit of Study: II. Constitution and Government			
STAGE 1: Desired Results			
21st Century Skills			
<i>Learning and Innovation Skills:</i> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration			
<i>Information, Media and Technology Skills:</i> Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy			
<i>Life and Career Skills:</i> Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility			
NJSLS - Social Studies	Indicator		
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.		
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.		
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.		
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.		
6.1.4.A.6	Explain how national and state governments share power in the federal system of government.		

6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
6.1.4.A.10	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 subsequent generations.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic

	responsibilities at the community, state, national, and global levels.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
6.1.4.B.1	Develop an awareness of the physical features of the neighborhood/community.
6.1.4.B.2	Identify, discuss, and role-play the duties of range of community workers.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
NJSLS - Technology	
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
NJSLS - Career Ready Practices	
9.4.5.CT.1:	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1)
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)
MEANING	
<p>Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● People develop systems to manage conflict and create order. ● Democratic societies must balance the rights and responsibilities of individuals with the common good. 	<p>Enduring Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● How are governments created, structured, maintained and changed? ● What happens in the absence of government?

	<ul style="list-style-type: none"> ● Why do we have rules and laws, and what would happen if we didn't? ● What are the roles and responsibilities of citizens and governments in a democratic society? ● What effect does a democratic government have on society?
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ACQUISITION

<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● There are different levels of government and the functions of each (federal, state, county, and local) ● The election process and how citizens are a part of government <ul style="list-style-type: none"> ● The goals of the Constitutional Convention. ● The roles of figures from New Jersey and other states in forming the new plan for government. 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Define local government and list some of the services local governments provide. ● Identify five kinds of municipalities in New Jersey. ● Explain how county government operates. ● Explain why state government is important to the people of New Jersey. ● Identify the three branches of government. ● Describe the checks and balances system, and explain its importance. ● Explain why voting is important. ● Describe how the US government pays for services. ● Describe how the Constitution and the Bill of Rights protect citizens' rights.
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STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative:

- T-chart about laws that target fairness, equality, the common good providing examples of each;
- Students will identify what federalism is and what give examples of what each level of government is responsible for;
- Branches of Government flip book
- Google Forms Scavenger Hunt*

Summative:

- Chapter/Unit assessments
- Quizzes (vocabulary, key concepts)
- Branches of Government flip book
- Google Forms Scavenger Hunt*

Alternative:

- Provide small groups of students with strips of paper that describe key rights protected by the Bill of Rights, such as speech, religion, etc. Have the groups arrange the strips of paper in order to show which rights they think are most important to least important. Discuss students' reasoning.
- Have students identify examples from their lives that show how the First Amendment protects their rights.
- Ask students why individual rights were so important to the Founding Fathers.

Benchmark:

LinkIT
Reading inventories

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts) • Draw

a three column T-chart on the board with the following headings: Fairness Equality The Common Good. Title it: Three Important Ideas. Have students come to the board and fill in the chart with details from the text about these three ideas.

- Divide students into groups of three to five. Assign one student to be the recorder to write down the responses. Write the following question on the board: Explain the concept of federalism and give examples of what each level of government is responsible for. They will have three minutes to complete the activity. Have the recorder share the group's answers with the class.
- With a partner, make a list of some ways you can be a good citizen at school and in your community.
- Create branches of government flipbook in SS notebook *.
- Bill of Rights real-life scenarios (group activity) *.
- 3 branches of government sort activity *.
- Read "A More Perfect Union" by Betsy Maestro and answer comprehension questions *
- Read and take notes on "Bill of Rights" leveled readers from ReadingA-Z.com *

Integrated Accommodations and Modifications

ELL

- Label T-chart in both languages
- Work in small groups with extra help to interperete discussion
- Numerous illustrations that help clarify the text
- Dictate into Google translate ways to be a good citizen
- Use pictures with words in both languages
- Use pictures and dates to create a timeline
- Use a bilingual picture dictionary
- Work in small group to create a slide presentation
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Provide text on tape
- Give students pre-filled in T-chart
- Work with a partner to research a branch of government to present
- Match pictures and words with flipbook
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing>

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation	Specific Procedures used in instruction
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Pre-filled in T-chart	Presentation	Bill of Rights
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- Have a partner when describing landforms
- Have students review the rights granted an Amendment and have them think of specific examples from their lives that show how the First Amendment protects their rights.
- Use word cards with pictures to identify three branches of government
- Make a timeline of Bill of Rights
- Cut out pictures and paste into a documents to cite evidence
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure

- Display Bill of Rights
- Allow student to look at notes when filling in T-Chart
- Work in small group or with a partner to research amendments
- Use pictures with labels for vocabulary
- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures Research the writers of the Bill of Rights and compare the writers
Written Products:	Problem Solving Strategies

Spoken Products: Write a classroom debate on two different amendments for the class to do together	Values
Constructed Products:	Appreciations

Artistic Performances:

Self-Actualization

Leadership Behaviors

Write and teach a Song to remember the Bill of Rights

.. Write and teach a song to remember the Bill of Rights

- Compare and contrast the branches of government
 - Write a classroom debate on two different amendments for the class to do together ●
- Tiered Vocabulary - concrete to abstract examples

Interdisciplinary Connections

Language Arts:

- Reading informational texts and answering corresponding questions.
- "Bill of Rights" leveled readers from Reading A-Z.
- New Jersey Studies Weekly news articles.
- Branches of Government Flip Book activity

Technology Integration

- Google Slides and/or Powerpoint Presentations
- New Jersey Studies Weekly online edition
- New Jersey myWorld Social Studies online resources
- Access Google Classroom to manage assignments and stay up to date on deadlines and announcements
- Brain Pop videos and activities
- Google Forms Scavenger Hunt*

21st Century Life and Career

- Act as a responsible and contributing citizen and employee when discussing the roles of citizens in government, i.e. voting, proposing laws, abiding by law.

Resources

New Jersey myWorld Social Studies textbook

New Jersey myWorld Social Studies leveled readers

New Jersey Studies Weekly

Schoolhouse Rock videos: "I'm Just a Bill" and "The Preamble"

ReadingA-Z.com

Brain Pop

Teachers Pay Teachers

*Google Forms Scavenger Hunt**

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades.

Tier One	Teacher will determine words based on the need of the student
Tier Two	elect, council, mayor, budget, county seat, Bill of Rights, executive branch, bill, veto, judicial branch, candidate, United States Congress, United States Supreme Court, municipality, Constitution, checks and balances, Board of Chosen Freeholders, legislative branch, amendments
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies

Grade: 4

Time Frame: November - December

Unit of Study: III. Early NJ- Discovery of NJ/Native Americans, Early Explorers, Colonial NJ (Livingston)

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSL - Social Studies	Indicator
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and divide natural resources
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.

6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship
6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.

6.1.4.D.14	Trace how the American identity evolved over time
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
NJSLS - Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.2.5.E.3	Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

NJSLS - Career Ready Practices	
9.4.5.CT.1:	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1)

9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)
MEANING	
<p>Enduring Understandings <i>Students will understand ...</i></p> <ul style="list-style-type: none"> ● People leave their homeland for various reasons ● Early settlements led to the creation of the 13 Colonies 	<p>Enduring Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● Why do people leave their homelands and resettle elsewhere? ● What groups of people contributed to the ideas and ways of life we are familiar with today? ● How does the arrival of new groups to an area lead to conflict?
ACQUISITION	
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● the Lenape settled in New Jersey. ● The Lenape culture and how it has changed over time ● The lasting contributions of the Lenape to New Jersey's history and culture. ● The reasons why Europeans explored and settled in New Jersey. ● The early political history of the New Jersey colony. ● The aspects of colonial life in New Jersey ● The differences between Lenape and European views and practices relating to the land. ● The causes and effects of the meeting of European and Lenape cultures. ● The causes and effects of the Trans-Atlantic slave trade on enslaved Africans and on life in colonial New Jersey. 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe the lives of Early New Jerseyans. ● Identify the Lenape and summarize the roles of men and women. ● Describe the Lenape life (meals, homes, tradition and recreation). ● Identify the roles of Columbus, Cabot, Hudson, and Verrazano. ● Explain the purpose for the first voyages of exploration in the New Jersey area. ● Identify the Dutch West India Company and its role in forming New Netherland. ● Examine the life of the colonists. ● Describe how the English took over New Netherland and shaped the development of New Jersey. ● Describe daily life in colonial New Jersey.

- About the early explorers and why they are important to the development of New Jersey.

- Identify reasons for immigration and describe immigrant communities.

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative:

- Students will engage in a scavenger hunt to learn about the first New Jerseyans utilizing text;
- Students will engage in a research project utilizing the World Book Online and other digital sources to create a five-paragraph essay about an explorer which they will then present to other groups;
- Create will provide answers to a scavenger hunt about the early New Jersey utilizing text

Summative:

- Quizzes (vocabulary, key concepts)
- Scavenger Hunt
- Early Explorer Research Project

Alternative:

- Use a wall map of Europe to show the locations of the countries that sent explorers to New Jersey. Have students label the countries with each explorer's name on it.
- Modified assignments allowing for the success of individual students. Modifications may include fill-in-the-blank sheets to allow students to successfully answer scavenger hunt assessments.

Benchmark:

- MAP/STAR 360
- Reading Inventories

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

- Write the word Lenape on the board and ask students, "What does *Lenape*" mean? ("real people")
 - IDENTIFY CENTRAL ISSUES What features of the Delaware River valley attracted the Lenape? (the rich resources such as the rivers, fish and other animals, forests)
 - DRAW CONCLUSIONS Why did the Lenape settle near a river? (The river provided a highway for trade and travel.)
- Draw a Venn Diagram for the Munsee and the Unami on the board. Title it *Two Lenape Groups*. The first circle is *Munsee*. The second circle is *Unami*. Have students come to the board and fill in the diagram. Encourage as many students as possible to participate.
- Draw tools the Lenape use to help them catch fish? (dugout canoes; weirs)
 - Ask students: Is it good or bad to have a surplus of something? (A surplus is a good thing to have.) ● Analyze photographs of Native Americans.

Integrated Accommodations and Modifications

ELL

- Label Venn Diagram in both languages
- Work in small groups with extra help to interpret discussion
- Numerous illustrations that help clarify the text
- Tell the class personal experiences of coming to a new land
- Show on a world map native country
- Use pictures with words in both languages
- Make tools out of different type of materials
- Use a bilingual picture dictionary
- Work in small group to create a slide presentation Tiered
- Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Create tools out of different material and demonstrate how they should be used
- Display a world map that have countries of origins labeled
- Desk copy of labeled world map
- Build a longhouse out of natural materials and explain how and why the Indians

- Pose questions such as: What does the fishing weir look like? What do you think it was made of? (It looks like a fence; it may have been made of wood.)
- Why were longhouses made of bark and branches? (These were the best materials available to the Lenape.)

Write a journal entry that tells why ceremonies and traditions were important to the Lenape? (They united the community; they were a way to express religious beliefs and gratitude.) What ceremonies and traditions are important to you?

- Round robin brainstorming activity- Divide students into groups of three or four. Have one student act as a recorder to write down the responses. Have students record as many responses as they can think of to the following question: *What was life like in Lenape villages?* Give students a time limit of 3 or 4 minutes. Have the recorder share the group's answers with the class.)

Early Explorers *

- Break students down into groups and have each group research an explorer and create a presentation to jigsaw with the other groups

Scavenger Hunt *

- Break students down into groups and have each group complete a scavenger hunt to learn about early New Jersey

used this as housing

- Work with a partner to analyze photographs
- Give detailed graphic organizers
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing> 504
(See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Build the different types of shelters and determine which is most effective	Presentation	Based on research design and build a native shelter

- Make a new ceremony that would be appropriate for the Lenape after researching traditions
- Design and build a longhouse using natural materials
- Use word cards with pictures to identify tools and they uses
- Display a world map that indicates where people came from
- Cut out pictures and paste into a documents to cite evidence
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure

- Display map of the world with routes highlighted
- Design and present a tool that would have been used by Lenape
- Work in small group or with a partner to research an explorer
- Use pictures with labels for vocabulary
- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening): Choose an explorer and create a timeline that includes major	Cognitive Structures

contributions	
Written Products: Create and complete an organizer that explains: Why is this explorer important? How did he affect New Jersey?	Problem Solving Strategies
Spoken Products:	Values
Constructed Products: Create and complete a cause-and-effect graphic organizer focusing on this guiding question: How did the environment affect the Lenape?	Appreciations
Artistic Performances:	Self-Actualization
Leadership Behaviors	

- Create and complete a cause-and-effect graphic organizer focusing on this guiding question: How did the environment affect the Lenape?
- Create and complete an organizer that explains: Why is this explorer important? How did he affect New Jersey?
- Choose an explorer and create a timeline that includes major contributions

		<ul style="list-style-type: none"> ● Tiered Vocabulary - concrete to abstract examples 	
Interdisciplinary Connections Language Arts: <ul style="list-style-type: none"> ● Reading informational texts and answering corresponding questions. ● New Jersey Studies Weekly news articles. ● Writing assignments (Journal) 	Technology Integration <ul style="list-style-type: none"> ● Google Docs to type Early Explorer Research Paper ● New Jersey Studies Weekly online edition ● New Jersey myWorld Social Studies online resources ● Access Google Classroom to manage assignments and stay up to date on deadlines and announcements ● Henry Hudson and Christopher Columbus Brain Pop videos and activities ● Research using World Book Online and other web sources ● Google Forms for scavenger hunt activity * 	21st Century Life and Career <ul style="list-style-type: none"> ● Apply appropriate academic and technical skills (Early Explorer Research Project, Scavenger Hunt) ● Consider the environmental, social and economic impacts of decisions and how it affected the Lenape Native Americans ● Employ valid and reliable research strategies (Early Explorer Research Project) 	Resources <i>New Jersey myWorld Social Studies</i> textbook <i>New Jersey myWorld Social Studies</i> leveled readers <i>New Jersey Studies Weekly</i> <i>Brain Pop</i> <i>Teachers Pay Teachers</i> <i>Early Explorer Research Project document</i> * <i>contained in Kittatinny Regional Team Drive</i>

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English Spanish-English cognates <http://www.pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. P

Tier One	Teacher will determine words based on the need of the student
Tier Two	Ancestor, Lenape, heritage, religion, manetu, longhouse, wigwam, sakima, oral tradition, explore, colony, governor, immigrant, patroon, slavery, discrimination, tolerance, American Revolution, Christopher Columbus, Leif Erikson, Henry Hudson, Giovanni da Verrazano, John Cabot, William Livingston, Trans-Atlantic, voyage
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies

Grade: 4

Time Frame: January - February 8 weeks

Unit of Study: IV. American Revolution- Causes, Events, Declaration of Independence, Major Battles

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSL - Social Studies	Indicator
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.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.
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
NJSLS - Technology	

8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
NJSLS - Career Ready Practices	
9.4.5.CT.1:	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1)
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)
MEANING	

Enduring Understandings

Students will understand ...

- People can stand up for what they believe.
- People who share ideals can accomplish common goals.
- Political change can have costs and benefits for different groups.
- There are basic rights that all people share.

Enduring Questions

Students will keep considering... ●

What is worth fighting for?

- What are two reasons the colonists gave in the Declaration of Independence for fighting Great Britain?
- What were some advantages Great Britain had? What were some advantages the colonists had?

ACQUISITION**Knowledge**

Students will know...

- The key events that led to the American Revolution.
- The reasons colonial leaders decided to separate from Great Britain.
- Leadership qualities and contributions of key Revolutionary figures.
- The views and actions of Patriots and Loyalists.
- New Jersey's role in the war.
- The major battles of the American Revolution in New Jersey.
- The contributions of New Jersey citizens to the war.
- The key events that led to the writing of the Declaration of Independence.
- The roles and actions of major figures during the American Revolution.
- The important ideas of the Declaration of Independence

Skills

Students will be able to...

- Place key historical events and people into historical eras using timelines.
- Explain how the past is related to the present.
- Identify and use a variety of primary and secondary sources for reconstructing the past (i.e. documents, letters, diaries, maps, photos, etc.).
- Summarize the French and Indian War.
- Explain why colonists declared independence from Britain. Explore the writing of the Declaration of Independence and New Jersey's Constitution.
- Explain the importance of New Jersey's location to the Revolution.
- Analyze the significance of the Battles of Trenton and Princeton.
- Identify contributions of Molly Pitcher.

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative:

- Students will utilize a graphic organizer to research major battles and write a newspaper article about the battle they researched *
- Scavenger hunt utilizing text *

Summative:

- Quizzes (vocabulary, key concepts)
- Newspaper Article
- Scavenger Hunt

Alternative:

- Modified assignments allowing for the success of individual students. Modifications may include peer reading, audio readers, and the like.
- Create a word web using "Declaration of Independence" in the center.

Benchmark:

- LinkIT
- Reading Inventories

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

- Write a journal entry about the important role John Adams, Thomas Jefferson, and Benjamin Franklin played during the Second Continental Congress? (They helped write the Declaration of Independence.)
- Interpret the quote: What was Thomas Jefferson saying about Great Britain by writing that "all men are created equal" and have the right to "life, liberty and the pursuit of happiness"? (that Great Britain was denying the colonists these rights)
- 3 minute pause activity- Divide students into groups of three to five. Assign one student to be the recorder to write down the responses. Write the following on the board: List at least two details about the signing of the Declaration of Independence. Tell students they will have three minutes to complete the activity. Have the recorder share the group's answers with the class.
- Use a venn diagram to compare what New Jersey's delegates to the Second Continental Congress have in common? (They were educated. Three were lawyers.)
- Create a T chart that makes comparisons:
 - What were some advantages Great Britain had?
 - What were some advantages the colonists had? (Great Britain: Large army and navy, better training, more supplies, best army in the world. Colonies: Great Britain was far away, the colonists knew the land better, the colonists would fight hard because they believed in their cause.)
- Patriot vs. Loyalist debate- using the information from the previous activity
- Jigsaw group activity- Divide students into groups of three or four. Assign each group one of New Jersey's five delegates to the Second Continental Congress. Provide books and schoolapproved Internet sources available to students so they can explore the life of their assigned delegate. Then have the groups come back together to share what they learned with the class.

Integrated Accommodations and Modifications ELL

- Use a filled in graphic organizer in both languages
- Work in small groups with extra help to interpret discussion
- Work with a partner or buddy when doing group activities
- Tell the class personal experiences of coming to a new land
- Display map of battles and colonies
- Use pictures with words in both languages
- Use a bilingual picture dictionary
- Work in small group to create a slide presentation
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Display map of colonies
- Students will trace colonies and identify which states the become
- Use highlighters and a copy of the Declaration of Independence
- Desk copy of labeled map
- Create a battlefield to show Patriots and Loyalists
- Work with a partner to fill in Venn diagram
- Give detailed graphic organizers
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing>

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Make a matching game of signers and contributions	Evaluation	Use pictures and phrases to create cards

- Research one delegate to share with the class
- Create a T-chart with a partner
- Use word cards with pictures to identify tools and they uses

- Scavenger hunt utilizing textbook to identify how New Jersey participated in events leading to the Revolution, among other things

- Display a world map that indicates where people came from
- Cut out pictures and paste into a document to cite evidence
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching

<http://www.educators/content/introducing>

Students At Risk for Failure

- Display map of the NJ with routes highlight the path of the battles

- Design and present the shelters used during the conflict
- Work in small group or with a partner to research a signer of the Declaration of Independence
- Use pictures with labels for vocabulary
- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures Design a map 3D map that includes the major battles
Written Products:	Problem Solving Strategies
Spoken Products:	Values
Constructed Products: Research one of the lesser know signers of the Declaration of Independence and present why everyone should know about him, make a Wanted Poster illustrating important contributions	Appreciations
Artistic Performances:	Self-Actualization

Leadership Behaviors

Research one of the lesser know signers of the Declaration of Independence and present why everyone should know about him, make a Wanted Poster illustrating important contributions

	<p>...</p> <ul style="list-style-type: none"> • Patriot vs. Loyalist debate- using the information from the previous activity • Design a map 3D map that includes the major battles • Research one of the lesser know signers of the Declaration of Independence and present why everyone should know about him, make a Wanted Poster illustrating important contributions • Create and complete an organizer that explains: Why is this explorer important? How did he affect New Jersey? • Choose an explorer and create a timeline that includes major contributions ● Tiered Vocabulary - concrete to abstract examples 		
<p>Interdisciplinary Connections Language Arts:</p> <ul style="list-style-type: none"> • Reading informational texts and respond in a reader’s notebook and/or Google Doc • New Jersey Studies Weekly news articles. • Writing assignments (journal) 	<p>Technology Integration</p> <ul style="list-style-type: none"> • New Jersey Studies Weekly online edition • New Jersey myWorld Social Studies online resources • Pebble Go Next • Access Google Classroom to manage assignments and stay up to date on deadlines and announcements • Google Forms for assessments • Quizlet for study skills 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> • Communicate clearly and effectively with reason (discussion of battles in preparation for newspaper article) • Consider the environmental, social and economic impacts of New Jersey protest against Great Britain • Employ valid and reliable research strategies in preparation for debate 	<p>Resources</p> <p><i>New Jersey myWorld Social Studies</i> textbook</p> <p><i>New Jersey myWorld Social Studies</i> leveled readers</p> <p><i>New Jersey Studies Weekly</i></p> <p><i>Pebble Go Next</i></p> <p><i>Brain Pop</i></p> <p><i>Teachers Pay Teachers</i></p> <p><i>School House Rock - Shot Heard Around the World; No More King;</i></p>

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning <http://www.readwritethink.org/lessons/lesson> Use graphic organizers, assign reading

Tier One	Teacher will determine words based on the need of the student
Tier Two	delegate, tax, Stamp Act, militia, Patriot, Loyalist, Hessian, convention, compromise, ratify, American Revolution, Declaration of Independence, protest, Parliament, boycott, independence, democracy, Townshend Act, Boston Tea Party, Boston Massacre, Sugar Act, Intolerable Acts
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies

Grade: 4

Time Frame: March - April (8 weeks)

Unit of Study: V. Civil War- NJ's role in the war, causes, slavery, Underground Railroad, differences between the North and the South, Reconstruction

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSL - Social Studies	Indicator
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. (Use with slavery/Civil War unit.)
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.A.3	Determine how “fairness”, “equality”, and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g. fairness, civil rights, human rights).
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in a interconnected world.
NJSLS - Technology	
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.8.B.1	Synthesize and publish information about a global issue or event (ex. Telecollaborative project, blog, school web).

8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.2.5.E.2	Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.
NJSLS - Career Ready Practices	
9.4.5.CT.1:	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1)
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

MEANING

Enduring Understandings

Students will understand ...

- Social, political, and economic differences can lead to conflict.
- People will fight to protect their beliefs and way of life.
- In big wars, men, women, children, and the environment can all be affected.
- Conflicts can have unexpected results that can reshape a country.

Enduring Questions

Students will keep considering... ●

- What is worth fighting for?
- Why did the Civil War break out in the United States?
 - What was New Jersey's role in the war?

ACQUISITION

Knowledge

Students will know...

- The key events that led to the Civil War.
- The south depended on slavery due to its economic structure
- The concept of Manifest Destiny
- The societal changes that led to the Civil War
- Who abolitionists were and their impact on the end of slavery
- The differences between the North and the South and how these differences contributed to the Civil War
- The importance of reconstruction to the unification of the nation
- Abraham Lincoln's role in unifying the country
- The Emancipation Proclamation was responsible for the freeing of slaves

Skills

Students will be able to...

- Place key historical events and people into historical eras using timelines.
- Explain how the past is related to the present.
- Identify and use a variety of primary and secondary sources for reconstructing the past (i.e. documents, letters, diaries, maps, photos, etc.).
- Analyze the differences between the North and the South.
- Identify contributions of Harriet Tubman.
- Explain who John Brown was and who abolitionists were.
- Summarize Reconstruction.
- Explain the purpose of the Emancipation Proclamation delivered by Abraham Lincoln.

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative:

- Civil War battle newspaper article
- Create an illustrated timeline of the major battles of the Civil War

Summative:

- Quizzes (vocabulary, key concepts)
- Unit/Chapter assessment
- Newspaper Article
- Timeline

Alternative:

- Modified assignments allowing for the success of individual students. Modifications may include peer reading, audio readers, and the like.
- List 3 things that are worth fighting for.
- Draw a picture of Harriet Tubman and describe why she was important to the Underground Railroad.

Benchmark:

- LinkIt
- Reading inventories

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

- Write a journal prompt: How important is it that people stand up for what they believe in? Is it easy or difficult to do so? What things in your life are important enough to stand up for? (Possible answers: family, friends, pets, religious beliefs)
- Analyze visuals- ex. photograph of a cannon to students. Explain that cannons such as this were used during the war between the North and South in the 1860s. Ask: What happens when people stand up for their beliefs and others disagree with them? What can the two sides do to try to solve their differences before resorting to war? Why do nations try to avoid war at all costs?
- Present students with several situations and will then have the chance to use the Whiteboard to vote on whether or not each is worth standing up for. Discuss students' reasoning for their choices. After students have voted on each situation, focus on those that they felt were worth fighting for.
- Hold a class discussion about the importance of standing up for one's beliefs. Provide examples of historical figures who made a difference in the nation and the world by doing so, such as James Madison, Susan B. Anthony, or Martin Luther King, Jr. Ask students to think of other examples. Then explain that we can all make choices in our daily lives to stand up for our beliefs.
- Analyze photographs from the Civil War *
- Create an illustrated timeline of the major battles of the Civil War
- Act out Henry Box Brown Reader's Theater *
- Read Pink and Say by Patricia Polacco
- Read The Underground Railroad: An Interactive History Adventure by

Integrated Accommodations and Modifications ELL

- Use a filled in graphic organizer in both languages
- Work in small groups with extra help to interperete discussion
- Work with a partner or buddy when doing group activity
- Display map of battles and states
- Use pictures with words in both languages
- Use a bilingual picture dictionary
- Work in small group to create a slide presentation
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Display map of battles
- Color code the North and the South
- Students will trace the states
- Build a cannon
- Research a historical figure
- Desk copy of labeled map
- Work with a partner to fill in Venn diagram
- Give detailed graphic organizers
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing>

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation	Specific Procedures used in instruction

- Allison Lassieur
Beanbody Histories - Civil War and Teacher's Guide Activities
http://www.colmancommunications.com/pdf/Beanbody_Histories_The_Civil_War_Part_1.pdf

Research one historical figure and create a timeline to share with the class	Evaluation	Timeline
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- Research one historical figure and create a timeline to share with the class
- Create a T-chart with a partner
- Use word cards with pictures to identify beliefs
- Display a US map that indicates where North and South is divided
- Cut out pictures and paste into a document to cite evidence
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure

- Display map of the US and highlight North and South
- Tell students that Harriet Tubman did many brave things to fight for what she believed: that all people deserve to be free, and slavery needed to end. Ask them to review the pictures to respond in writing to this question: How did Harriet Tubman make a difference to others?
- Make a list to answer the question: What are five things that you think are worth fighting for? Discuss which items on their lists would remain if they actually had to risk their lives in the fight.
- Design and present tools used then and now
- Use pictures with labels for vocabulary
- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
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	Knowledge (deepening): Have students work in small groups and expand the question so that it applies to leaders and nations: What are three things a nation's leader might think are worth fighting for?	Cognitive Structures
	Written Products:	Problem Solving Strategies
	Spoken Products:	Values

	<table border="1"> <tr> <td data-bbox="1050 164 1449 373"></td> <td data-bbox="1449 164 2022 373"></td> </tr> <tr> <td data-bbox="1050 373 1449 722"> <p>Constructed Products: Invite students to research another individual who made a difference in the fight against slavery. Have them work in pairs to create a timeline of at least seven events in this individual's life. Then, have students write a sentence summarizing how the person they researched helped in the fight against slavery.</p> </td> <td data-bbox="1449 373 2022 722"> <p>Appreciations</p> </td> </tr> <tr> <td data-bbox="1050 722 1449 841"> <p>Artistic Performances:</p> </td> <td data-bbox="1449 722 2022 841"> <p>Self-Actualization</p> </td> </tr> <tr> <td data-bbox="1050 841 1449 959"> <p>Leadership Behaviors</p> </td> <td data-bbox="1449 841 2022 959"></td> </tr> </table> <ul style="list-style-type: none"> • Invite students to research another individual who made a difference in the fight against slavery. Have them work in pairs to create a timeline of at least seven events in this individual's life. Then, have students write a sentence summarizing how the person they researched helped in the fight against slavery. • Have students work in pairs or groups to generate a list of three things that they think are worth fighting for. • Have students work in small groups and expand the question so that it applies to leaders and nations: What are three things a nation's leader might think are worth fighting for? • Create and complete an organizer that explains: How did the war affect New Jersey? • Choose an leader and create a timeline that includes major contributions • Tiered Vocabulary - concrete to abstract examples 			<p>Constructed Products: Invite students to research another individual who made a difference in the fight against slavery. Have them work in pairs to create a timeline of at least seven events in this individual's life. Then, have students write a sentence summarizing how the person they researched helped in the fight against slavery.</p>	<p>Appreciations</p>	<p>Artistic Performances:</p>	<p>Self-Actualization</p>	<p>Leadership Behaviors</p>	
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<p>Artistic Performances:</p>	<p>Self-Actualization</p>								
<p>Leadership Behaviors</p>									

Interdisciplinary Connections Language Arts: <ul style="list-style-type: none"> Reading informational texts and 	Technology Integration <ul style="list-style-type: none"> New Jersey Studies Weekly online 	21st Century Life and Career <ul style="list-style-type: none"> Communicate clearly and effectively 	Resources <p><i>New Jersey myWorld Social Studies</i> textbook</p>
<ul style="list-style-type: none"> respond in a reader’s notebook and/or Google Doc Readers’ Theater activity New Jersey Studies Weekly news articles. Pebble Go Next Writing assignments (journal) 	<ul style="list-style-type: none"> edition New Jersey myWorld Social Studies online resources Pebble Go Next Access Google Classroom to manage assignments and stay up to date on deadlines and announcements Google Forms for assessments Quizlet for study skills 	<ul style="list-style-type: none"> with reason when creating newspaper article; Consider the environmental, social and economic impacts of decisions when waging war between the North and South; Utilize critical thinking to make sense of problems and persevere in solving them when discussing abolitionists and slavery; Model integrity, ethical leadership and effective management when discussing Emancipation Proclamation 	<p><i>New Jersey myWorld Social Studies</i> leveled readers</p> <p><i>New Jersey Studies Weekly</i></p> <p><i>Pebble Go Next</i></p> <p><i>Teachers Pay Teachers</i></p> <p><i>Beanbody Histories and Teacher’s Guide Activities</i> (http://www.colmancommunications.com/pdf/Beanbody_Histories_The_Civil_War_Part_1.pdf)</p> <p>The Underground Railroad: An Interactive History Adventure <i>By Allison Lassieur</i></p> <p><i>Pink and Say</i> by Patricia Polacco: http://vvh.vvviewisd.net/ourpages/auto/2015/9/1/74559956/Historical%20Fiction.pdf</p>

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning

Tier One	Teacher will determine words based on the need of the student
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Tier Two	Abolitionist, Fugitive Slave Act, Underground Railroad, states' rights, secede, Confederacy, Union, Civil War, discrimination, Emancipation Proclamation, abolish, Reconstruction, Harriet Tubman, emancipate, segregation, Harriet Tubman, John Brown
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies		Grade: 4	Time Frame: April - June
Unit of Study: VI. Immigration and Holocaust read-aloud			
STAGE 1: Desired Results			
21st Century Skills			
<i>Learning and Innovation Skills:</i> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration			
<i>Information, Media and Technology Skills:</i> Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy			
<i>Life and Career Skills:</i> Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility			
NJSLS - Social Studies	Indicator		
6.1.4.A.3	Determine how “fairness”, “equality”, and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.		
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g. fairness, civil rights, human rights).		
6.1.4.A.13	Describe the process by which immigrants become United States citizens.		
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.		

6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.D.2	Summarize reasons why various groups, voluntary and involuntary, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically, and today.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in a interconnected world.
NJSLS - Technology	

8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.5.A.5	Create and use a database to answer basic questions.
8.1.5.A.6	Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.8.B.1	Synthesize and publish information about a global issue or event (ex. Telecollaborative project, blog, school web).
8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.E.2	Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.	
NJSLS - Career Ready Practices		
9.4.5.CT.1:	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)	
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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1)	
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)	
MEANING		
Enduring Understandings <i>Students will understand ...</i> <ul style="list-style-type: none"> ● Immigration contributes to American cultural diversity. ● Immigrants were 'pulled' and 'pushed' to the United States. ● People leave their homeland for many different reasons. 	Enduring Questions <i>Students will keep considering...</i> <ul style="list-style-type: none"> ● How does immigration contribute to the cultural diversity in America and New Jersey? ● Why do groups of people leave their homelands? 	
ACQUISITION		

Knowledge*Students will know...*

- The key events that led immigration.
- Factors that pulled or pushed immigrants to the United States;
- How someone becomes a citizen of the United States

Skills*Students will be able to...*

- Place key historical events and people into historical eras using timelines.
- Explain how the past is related to the present.
- Identify and use a variety of primary and secondary sources for reconstructing the past (i.e. documents, letters, diaries, maps, photos, etc.).
- Explain the factors that led certain groups to come to the United States;
- Identify why it was necessary for Jewish people from Russia and Poland to come to America?

STAGE 2: Assessment Evidence**Assessment and Performance Tasks:** *Students will show they have achieved Stage 1 Goals by...***Formative:**

- Immigration Simulation Research and Presentation

Summative:

- Quizzes (vocabulary, key concepts)
- Summary Notes and Summaries of Chapters
- Immigration Simulation Research Information and Presentation

Alternative:

- Modified assignments allowing for the success of individual students. Modifications may include peer reading, audio readers, and the like.
- Graphic Organizers to understand main idea and details of read aloud.
- Have students identify the challenges immigrants faced when they came to America. List their answers on the board. Have students use each challenge in a sentence.
- 3-2-1 activity **Benchmark:**
- MAP/STAR360
- Reading inventories

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts) •

Reciprocal teaching activity- Put students into groups of four. Give each member a notecard identifying his or her role in the group: summarizer, questioner, clarifier, and predictor. Ask each group to reread the first two paragraphs of the section "Coming to a New Land." Ask the summarizer in each group to summarize the key ideas. Have the questioner ask questions about the section. Have the clarifier identify any confusing parts and clarify them. The predictor can then make guesses about what will come next in the chapter. Next, have students switch roles and complete the same exercise for the rest of the lesson.

- 3-2-1 activity- Have students complete a 3-2-1 chart with the following columns: *Things You Found Out, Interesting Things, Questions You Still Have*. Have students reviewing the lesson before working on their charts.
- Ellis Island Virtual Tour and Questions *
<http://teacher.scholastic.com/activities/immigration/tour/> •
 Immigration Simulation Project* • Read Aloud texts:
 - Number the Stars by Lois Lowry
 - Letters from Rifka by Karen Hesse

Integrated Accommodations and Modifications ELL

- Use a filled in graphic organizer in both languages
- Work in small groups with extra help to interpret discussion
- Display world map and highlight routes of immigrants
- Use pictures with words in both languages
- Use a bilingual picture dictionary
- Work in small group to create a slide presentation
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Display world map and highlight routes of travel
- Color code the route
- Students will make list of reasons people leave their home country
- Work with a partner to fill in detailed graphic organizers
- Use text to speech technology when writing
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing>

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavior, Presentation, Evaluation)	Specific Procedures used in instruction
Have students identify the challenges immigrants faced when they came to America. List their answers on the board. Have students use each challenge in a sentence.	Evaluation	sentences

- Have students identify the challenges immigrants faced when they came to America. List their answers on the board. Have students use each challenge in a sentence. •
- Create a T-chart with a partner
- Use word cards with pictures to identify reasons why people leave

- Display a World Map with routes and dates highlighted
- Cut out pictures and paste into a documents to cite evidence
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure

- Display map of the World and highlight routes of immigrants

- Have students choose a graphic organizer that allows them to focus on comparing and contrasting two or three immigrant groups. Before beginning, help them brainstorm topics such as country of origin, language, and reasons for immigrating.
- Make a list to answer the question: What are five things that you think are worth fighting for? Discuss which items on their lists would remain if they actually had to risk their lives in the fight.
- Design and present tools used then and now
- Use pictures with labels for vocabulary
- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
<p>Knowledge (deepening): Ask students to create and complete a graphic organizer focusing on this guiding question: Why did European immigrants come to America?</p>	<p>Cognitive Structures</p>
<p>Written Products:</p>	<p>Problem Solving Strategies Ask students to create and complete a graphic organizer focusing on this guiding question: Why did European immigrants come to America?</p>
<p>Spoken Products:</p>	<p>Values</p>
<p>Constructed Products: Choose an inventor and create a timeline that includes major contributions</p>	<p>Appreciations</p>

	Artistic Performances:	Self-Actualization
	Leadership Behaviors	

- Ask students to create and complete a graphic organizer focusing on this guiding question: Why did European immigrants come to America?
- Create a brochure inviting immigrants to the US
- Ask students to create and complete a graphic organizer focusing on this guiding question: Why did European immigrants come to America?
- Have students work in small groups and expand the question so that it applies to leaders and nations: What are three things a nation's leader might think are worth fighting for?
- Create and complete an organizer that explains: How immigration affect NJ
- Choose an inventor and create a timeline that includes major contributions • Tiered Vocabulary - concrete to abstract examples

<p>Interdisciplinary Connections Language Arts:</p> <ul style="list-style-type: none"> ● Reading informational texts and answering corresponding questions. ● New Jersey Studies Weekly news articles. ● Pebble Go Next ● Writing assignments ● <u>Number the Stars</u> quick writes * <p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> ● Immigration Role Play * ● Immigration Simulation Activity * 	<p>Technology Integration</p> <ul style="list-style-type: none"> ● New Jersey Studies Weekly online edition ● New Jersey myWorld Social Studies online resources ● Pebble Go Next ● Digital Readworks Article and Questions ● Access Google Classroom to manage assignments and stay up to date on deadlines and announcements ● Google Forms for assessments ● Quizlet for study skills 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> ● Communicate clearly and effectively with reason when presentation the Immigration Simulation Project; ● Utilize critical thinking to make sense of problems and persevere in solving them when determining how families will persevere in the New World when presenting the Immigration Simulation Project; ● Model integrity, ethical leadership and effective management when discussing the reasons behind the family's immigration in the read alouds. ● Use technology to enhance productivity to create Google Slides presentation. ● Work productively in teams while using cultural global competence during completion of Immigration Simulation Project. 	<p>Resources</p> <p><i>New Jersey myWorld Social Studies</i> textbook</p> <p><i>New Jersey myWorld Social Studies</i> leveled readers</p> <p><i>New Jersey Studies Weekly</i></p> <p><i>Pebble Go Next</i></p> <p><i>Ellis Island Role Play*</i></p> <p><i>Number the Stars</i> by Lois Lowry</p> <p><i>Letters from Rifka</i> by Karen Hesse</p> <p><i>Teacher's Guide for Letters from Rifka*</i></p>
			<p><i>Teachers Pay Teachers</i></p>

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Tier One	Teacher will determine words based on the need of the student
Tier Two	Immigration, Holocaust, opportunity, tolerance, acceptance, discrimination, prejudice

Tier Three

Teacher will determine words based on the need of the student