



BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

Fourth Grade Social Studies

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards.
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

Burch Charter School of Excellence

4th Grade Social Studies Model Curriculum Overview

Unit 1: Early New Jersey and America

Instructional Days: 15

In this unit, students will be asked to research, investigate, and answer the following: Why should the Lenape Indians be federally recognized? How will the Lenape's struggle to get federal recognition help them as a tribe in NJ? How are their culture/rituals being lost? How did the Lenape's come to live in the mountains if they were prominent farmers? They will then create a documentary from the point of view of the Lenape that dispel the myths that surround the tribe and explain why the tribe should be a federally recognized. The Lenape Tribes of NJ have an important role in NJ history and culture. While these tribes are recognized by the state of NJ, they are not recognized by the United States government.

This unit is based on 6.1.5.HistoryCC.6 and 6.1.5.HistoryCC.8

Unit 2: New Jersey and the American Revolution

Instructional Days: 15

The purpose of this unit is to immerse students in the study of New Jersey's role in The Declaration of Independence and The Revolutionary War. They will learn about events leading to the formation of our nation.

This unit is based on 6.1.5.HistoryCC.15 and 6.1.5.HistoryCC.1

Unit 3: National and State Government

Instructional Days: 15

This unit of study will explain how the United States Government and the New Jersey State Government are set up, and what each of the three branches of government does; describe a visit to Washington, D.C.; and make connections to related concepts and experiences. Students will compare and contrast the Federal Government with state and local government.

This unit is based on 6.1.5.CivicsPI.3 and 6.1.5.CivicsPI.8

Unit 4: Progress as a State**Instructional Days: 15**

This unit will introduce the concept of suffrage and how people persisted until they eventually gained rights. Students will identify the South's economic dependency on slavery and understand the difference between slavery and indentured servitude. Students will identify political views of various leaders in government and the effects of their decisions while explaining how groups of people can come together to support others for a common cause. It further explains the concept of freedom and how many different people have struggled with their quest for freedom in the United States.

This unit is based on 6.1.5.HistoryCC.7 and 6.1.5.CivicsCM.5

Unit 5: NJ Today and Into the Future**Instructional Days: 15**

This unit will explain how the Industrial Revolution changed the way people lived and worked and how it affected ordinary people. It further explains that many of the items we use today were invented during the Age of Inventions and how inventions have changed the world. A special focus will be on Thomas Edison, whose lab is located in West Orange, New Jersey.

This unit is based on 6.1.5.GeoPP.3 and 6.1.5.GeoHE.1

Grade: Fourth		Content: Social Studies	
Unit 1: Early New Jersey and America		Time Frame: 15 days	
Social Studies NJ Learning Standards	Skills		I Can Statements
& Essential Questions			
<p>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.</p> <p>Essential Question:</p> <p>How was Lenni Lenape’s way of life affected by the arrival of Europeans into the area?</p>	<ul style="list-style-type: none"> • Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. • Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. • Understand that the Europeans and Lenape signed treaties, but the Lenape were not happy with the agreements. 		<ul style="list-style-type: none"> • I can explain how the Lenape’s culture and legacy can be seen in many ways across New Jersey today. • I can contrast the Europeans and Lenape views about land.
<p>6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>Essential Question:</p> <p>How did the decisions of individuals and groups influence the creation of New Jersey and the United States?</p>	<ul style="list-style-type: none"> • Understand that the Lenape’s ancestors were the first people to settle in New Jersey. They came for its rich resources, such as forests and water. • Explain how key events led to the creation of the United States and the state of New Jersey. • Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. 		<ul style="list-style-type: none"> • I can summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

Differentiated Instruction

(content, process, product and learning environment)

At Risk Students

Modifications for Classroom

Pair visual prompts with verbal presentations

Use of lab or experiments to give visual representation of concept

Ask students to restate information, directions, and assignments.

Work within group or partners

Repetition and practice

Model skills / techniques to be mastered.

Use metacognitive work

Extended time to complete class work

Provide copy of class notes

Student may request to use a computer to complete assignments.

Use manipulatives to examine concepts

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Special Education

English Language Learners

Modifications for Classroom

Native Language Translation
(peer, online assistive technology, translation device, bilingual dictionary)

Preteach vocabulary

Use graphic organizers or other visual models

Use of manipulatives to visualize concept

Highlight key vocabulary-chart or vocabulary bank

Use of nonverbal responses
(thumbs up/down)

Use sentence frames

Design questions for different proficiency levels

Utilize partners and partner talk

Gifted and Talented

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into smaller tasks

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Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Use of online component of book

Extra textbooks for home. Student may request books on tape / CD / digital
media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work
time

Assist student with long and short term planning of assignments

Extension Activities

Conduct research and provide presentation of cultural topics.

Design surveys to generate and analyze data to be used in discussion.

Use of Higher Level
Questioning Techniques

Provide assessments at a
higher level of thinking

Create alternative assessment which requires writing,
research and presentation

Grade: Fourth		Content: Social Studies	
Unit 2: New Jersey and the American Revolution		Time Frame: 15 days	
Social Studies NJ Learning Standards & Essential Questions	Skills		I Can Statements
<p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p> <p>Essential Question: What was the purpose of the declaration of Independence and what has been its enduring impact?</p>	<ul style="list-style-type: none"> • Explain the main ideas contained in the Declaration of Independence. • Determine the significance of New Jersey’s role in the American Revolution. • Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. 		<ul style="list-style-type: none"> • I can analyze key historical documents to determine the role they played in past and present-day government and citizenship.
<p>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.</p> <p>Essential Question: How have events of the past shape the present?</p>	<ul style="list-style-type: none"> • Explain how key events led to the creation of the United States and the state of New Jersey. • 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. 		<ul style="list-style-type: none"> • I can explain the significance of New Jersey’s role in the American Revolution. • I can indicate the economic, political and cultural causes for the American Revolution. • I can 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.

Differentiated Instruction

(content, process, product and learning environment)

At Risk Students

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English Language Learners

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(thumbs up/down)

Use sentence frames

Design questions for different proficiency levels

Utilize partners and partner talk

Special Education

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Gifted and Talented

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Conduct research and provide presentation of cultural topics.

<p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine</p> <p>Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	<p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>
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Unit 3: National and State Government		Time Frame: 15 days	
Social Studies NJ Learning Standards & Essential Questions	Skills		I Can Statements
<p>6.1.5.CivicsPI.3: 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.</p> <p>Essential Question: What is a democracy and a republican government?</p>	<ul style="list-style-type: none"> • Distinguish the roles and responsibilities of the three branches of the national government. • 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. 		<ul style="list-style-type: none"> • I can select a local issue and develop a group action plan to inform school and/or community members about the issue. • I can explain that our government is a democracy, display the three levels of government, and explain that local government in New Jersey is divided into counties and municipalities.
<p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>Essential Question: How does the U.S. constitution organize our government to prevent power of abuse?</p>	<ul style="list-style-type: none"> • Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. • Explain how national and state governments share power in the federal system of government. 		<ul style="list-style-type: none"> • I can tell how self-discipline and civility contribute to the common good. • I can identify actions that are unfair or discriminatory, and propose solutions to address such actions.

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Special Education

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<p>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p>Essential Question: How did the issue of slavery affect New Jersey?</p>	<ul style="list-style-type: none"> • Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. • Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. 		<ul style="list-style-type: none"> • I can 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. • I can explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
<p>6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p> <p>Essential Question: How has New Jersey grown and change over time?</p>	<ul style="list-style-type: none"> • Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. • 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. 		<ul style="list-style-type: none"> • I can trace how the American identity evolved over time. • I can evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

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Unit 5: NJ Today and Into the Future		Time Frame: 15 days	
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<p>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>Essential Question: How has the use of land and resources changed over time and has been the impact on the environment?</p>	<ul style="list-style-type: none"> • Explain why some locations in New Jersey and the United States are more suited for settlement than others. • Relate advances in science and technology to environmental concerns, and to actions taken to address them. • Understand that the arrival of new groups to an area can lead to conflict. 		<ul style="list-style-type: none"> • I can work with others to solve environmental problems. • I can identify how the location and resources of New Jersey affected its history and development.
<p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p> <p>Essential Question: How does human interaction impact the environment in NJ and the U.S?</p>	<ul style="list-style-type: none"> • Describe how human interaction impacts the environment in New Jersey and the United States. • Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. 		<ul style="list-style-type: none"> • I can explain how human interaction has affected the environment in New Jersey and the United States

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Fourth Grade Social Studies Resources

www.KidRex.org

<https://kahoot.com/>

<https://quizlet.com/>

www.turtlediary.com

www.mobymax.com

www.google.com/maps

www.pearsonrealize.com

<http://www.ellisland.org>

<http://bensguide.gpo.gov/>

<https://kids.britannica.com/>

<http://www.biography.com/>

<https://www.brainpop.com>

<http://www.teachertube.com/>

www.discoveryeducation.com

<https://revolution.mrdonn.org/>

<http://www.americaslibrary.gov>

<https://www.dkfindout.com/us/history/>

www.achievement.org/galleryachieve.html

<http://memory.loc.gov/ammem/index.html>

www.YouTube.com for educational videos

www.Education.com for educational activities

<https://www.flocabulary.com/subjects/social-studies>

<https://www.ducksters.com/geography/usgeography.php>

https://kids.kiddle.co/List_of_regions_of_the_United_States

Books about New Jersey, U.S Regions, Government, Economics, Immigration, America etc.