



Nutley Public Schools

Social Studies Grade Four

Unit #: One	
Unit Title: Geography of New Jersey	
Summary and Rationale	
<p>Grade Four social studies is dedicated to the study of New Jersey. Each unit will examine the state through the lenses of the social sciences, and where appropriate connect the history and economy of New Jersey to that of the nation and the world. Unit One begins with an examination of the geography of New Jersey, and builds upon the map and geography skills students have practiced in the previous grades. Students will be expected to apply the Five Themes of Geography to an analysis of the state, and to consider how geography affects each region. This unit is designed to help students develop an awareness of the diverse nature of the state and how this has affected the New Jersey's development over time.</p> <p>Social Studies, especially in the elementary grades, has a close connection to language arts instruction, and the use of children's literature should be an important part of each unit during the year. Instruction should be linked to reading and writing instruction whenever possible and the social studies curriculum should help inform the choice of books for the classroom libraries. Students should be able link the storylines and issues described in the literature to social studies concepts and content.</p>	
Recommended Pacing	
Approximately 12 Days	
Standards	
NJ Student Learning Standards	
<u>CPI</u>	<u>CPI Description</u>
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.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, and physical environment to understand the concept of regionalism.
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 distribute natural resources.
6.1.4.B10	Identify the major cities of New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible differences.
6.1.4.C.1	Apply <i>opportunity cost</i> (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.

6.1.4.C.2	Distinguish between needs and wants and explain how <i>scarcity</i> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why <i>incentives</i> vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
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.

C3 Framework Inquiry Arc (*Delete any that don't apply*)

<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Explain why it is important to answer the essential question that guides the inquiry • Explain how the supporting questions help answer the essential inquiry question. • Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting questions. • Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, and the concepts, ideas and sources. 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics) • Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) • Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) • Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History)
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. • Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) and inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. • Critique the strengths and weaknesses of presented solutions to inquiries. • Explain different solutions students and others working alone and together might take to solve local, regional, or global problems, referencing appropriate social studies concepts and content to predict possible results of

	<p>suggested actions.</p> <ul style="list-style-type: none"> • Possible examples include: <ul style="list-style-type: none"> ○ Presentations to classmates, teachers, or invited guests ○ Maps, charts, posters, and other visuals ○ Reports and argumentative or informative essays ○ Or, any other examples of assessments (perhaps leading to taking informed action)
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
D1.1.3-5.	<ul style="list-style-type: none"> • Explain why compelling questions are important to others (e.g., peers, adults).
D1.2.3-5.	<ul style="list-style-type: none"> • Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
D1.3.3-5.	<ul style="list-style-type: none"> • Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
D1.4.3-5.	<ul style="list-style-type: none"> • Explain how supporting questions help answer compelling questions in an inquiry.
D1.5.3-5.	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
D2.Civ.1.3-5.	<ul style="list-style-type: none"> • Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
D2.Civ.2.3-5.	<ul style="list-style-type: none"> • Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
D2.Civ.3.3-5.	<ul style="list-style-type: none"> • Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
D2.Civ.4.3-5.	<ul style="list-style-type: none"> • Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	<ul style="list-style-type: none"> • Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
D2.Civ.6.3-5.	<ul style="list-style-type: none"> • Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organizations, and families.
D2.Civ.7.3-5.	<ul style="list-style-type: none"> • Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	<ul style="list-style-type: none"> • Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	<ul style="list-style-type: none"> • Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	<ul style="list-style-type: none"> • Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> • Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> • Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> • Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> • Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> • Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> • Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> • Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
D2.Eco.4.3-5.	<ul style="list-style-type: none"> • Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	<ul style="list-style-type: none"> • Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> • Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> • Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> • Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> • Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> • Explain what interest rates are.
D2.Eco.11.3-5.	<ul style="list-style-type: none"> • Explain the meaning of inflation, deflation, and unemployment.

D2.Eco.12.3-5.	<ul style="list-style-type: none"> • Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> • Describe ways people can increase productivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> • Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> • Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> • Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
D2.Geo.3.3-5.	<ul style="list-style-type: none"> • Use maps of different scales to describe the locations of cultural and environmental characteristics.
D2.Geo.4.3-5.	<ul style="list-style-type: none"> • Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	<ul style="list-style-type: none"> • Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	<ul style="list-style-type: none"> • Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	<ul style="list-style-type: none"> • Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	<ul style="list-style-type: none"> • Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	<ul style="list-style-type: none"> • Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	<ul style="list-style-type: none"> • Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	<ul style="list-style-type: none"> • Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
D2.Geo.12.3-5.	<ul style="list-style-type: none"> • Explain how natural and human-made catastrophic events in one place affect people living in other places.
D2.His.1.3-5.	<ul style="list-style-type: none"> • Create and use a chronological sequence of related events to compare developments that happened at the same time.
D2.His.2.3-5.	<ul style="list-style-type: none"> • Compare life in specific historical time periods to life today.
D2.His.3.3-5.	<ul style="list-style-type: none"> • Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	<ul style="list-style-type: none"> • Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	<ul style="list-style-type: none"> • Explain connections among historical contexts and people's perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> • Describe how people's perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> • Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> • Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> • Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> • Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> • Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
D2.His.14.9-12	<ul style="list-style-type: none"> • Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> • Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> • Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> • Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> • Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> • Use evidence to develop claims in response to compelling questions.

D4.1.3-5.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.3-5.	<ul style="list-style-type: none"> Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
D4.7.3-5.	<ul style="list-style-type: none"> Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
D4.8.3-5.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment		
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 	

Instructional Focus
Enduring Understanding(s)
<ul style="list-style-type: none"> In New Jersey, there are several distinct regions, each with its own culture, resources, politics and geography. Communities are adapted to their environments, culture, economic activities, and historical circumstances. Communities and regions engage in economic activities based on their specific geographic locations and places. Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement. New Jersey's development and settlement patterns are in part a result of its diverse physical geography Spatial thinking and geographic tools can be used to describe and analyze spatial patterns and organization of

people, places, and environments on Earth.

Essential Questions

- To what extent is New Jersey a product of its physical geography?
- What is the best way for humans to balance their needs with sustaining the environment?
- Why do people invent and innovate?
- Why do people form communities?
- How are communities the result of their historical circumstances?
- How do the choices of people in the past affect our lives today?
- How does perspective influence how someone understands history?
- How can economic exchanges and the movement of goods be used to improve people's lives?
- What is freedom? Is it worth making sacrifices?
- What are human rights? How can we ensure that human rights are ensured for everyone?
- Why do people and ideas move from one place to another?

Themes

- Identity
- Work, exchange, and technology
- Peopling
- Politics and Power
- America in the World
- Environment and geography — physical and human

Suggested Inquiries:

- What are some of New Jersey's hidden treasures/What are New Jersey's best assets?
- What defines a region? How many regions should we assign to New Jersey?
- How do the climate and physical features of NJ affect the way its people live?
- To what extent does geography determine the economic choices people make?
- How can the citizens of New Jersey best sustain their environment?
- Is New Jersey a beneficiary or victim of its geography?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Student essays (Research, Communication, Problem Solving)
- Mapping data and areas of interest, and exchanges between them. (Communication, Research, Self and Global Awareness)
- Charts of economic activities, exchanges (Collaboration, Communication, Research)
- Completion of storylines. (Communication)
- Create a postcard describing one of NJ's regions

Objectives

Students will know or learn:

- The primary components (ex. key, compass, coordinates, projections) and uses of maps.
- Communities are adapted to their historical circumstances, environments and economic activities.
- Communities and regions engage in economic activities based on their specific geographic locations and places.
- Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement.
- Economic exchanges allow for greater increased access to goods and services and an improved standard of living.

Students will be able to:

- Use geospatial tools such as maps to communicate their understanding of rural and urban places and the exchanges between them.
- Sequence historical events.
- Apply appropriate social science disciplines to the study of New Jersey.
- Utilize appropriate technology to conduct research and communicate conclusions.
- Link social studies content to language arts reading instruction and materials.
- Practice grade-appropriate writing skills to communicate their conclusions.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Student essays
- Storylines

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Rand McNally Junior World Atlas
- Rand McNally NJ desk maps

Other Suggested Resources

- *The New Jersey Adventure* by Anthony DeCondo (Salt Lake City: Gibbs-Smith Publishers)
- Rand McNally World Atlas (digital) and included atlases
- Children's literature



Nutley Public Schools

Social Studies Grade Four

Unit #: Two	
Unit Title: Native Americans and Early Settlers of New Jersey	
Summary and Rationale	
<p>Unit Two continues the study of New Jersey, shifting the primary focus from geography to history. This unit is the shortest of the five units, as it is a brief review of the study of New Jersey before the Revolution that was conducted at the end of grade three. The purpose of this unit is to reinforce student understanding of the human context of New Jersey on the eve of the Revolution, and to encourage students to examine the state's history as part of its continuous quest for liberty and prosperity, and to allow them to investigate the extent to which the citizens of early New Jersey were able to succeed in that endeavor.</p> <p>Social Studies, especially in the elementary grades, has a close connection to language arts instruction, and the use of children's literature should be an important part of each unit during the year. Instruction should be linked to reading and writing instruction whenever possible and the social studies curriculum should help inform the choice of books for the classroom libraries. Students should be able link the storylines and issues described in the literature to social studies concepts and content.</p>	
Recommended Pacing	
Approximately 6-8 Days	
Standards	
NJ Student Learning Standards	
<u>CPI</u>	<u>CPI Description</u>
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
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.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.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, and physical environment to understand the concept of regionalism.
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 distribute natural resources.

6.1.4.B10	Identify the major cities of New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible differences.
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.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.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.13	Describe how culture is expressed through and influenced by the behavior of people.
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 an interconnected world.

C3 Framework Inquiry Arc (Delete any that don’t apply)

<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Explain why it is important to answer the essential question that guides the inquiry • Explain how the supporting questions help answer the essential inquiry question. • Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting questions. • Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, and the concepts, ideas and sources. 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics) • Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) • Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global

	<p>connections. (Geography)</p> <ul style="list-style-type: none"> Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History)
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) and inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. Critique the strengths and weaknesses of presented solutions to inquiries. Explain different solutions students and others working alone and together might take to solve local, regional, or global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions. Possible examples include: <ul style="list-style-type: none"> Presentations to classmates, teachers, or invited guests Maps, charts, posters, and other visuals Reports and argumentative or informative essays Or, any other examples of assessments (perhaps leading to taking informed action)

C3 Framework Indicators (K-12 Pathways)

<u><i>C3 Indicator</i></u>	<u><i>C3 Indicator Description (Delete any not used)</i></u>
D1.1.3-5.	<ul style="list-style-type: none"> Explain why compelling questions are important to others (e.g., peers, adults).
D1.2.3-5.	<ul style="list-style-type: none"> Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
D1.3.3-5.	<ul style="list-style-type: none"> Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
D1.4.3-5.	<ul style="list-style-type: none"> Explain how supporting questions help answer compelling questions in an inquiry.
D1.5.3-5.	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
D2.Civ.1.3-5.	<ul style="list-style-type: none"> Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
D2.Civ.2.3-5.	<ul style="list-style-type: none"> Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
D2.Civ.3.3-5.	<ul style="list-style-type: none"> Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
D2.Civ.4.3-5.	<ul style="list-style-type: none"> Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	<ul style="list-style-type: none"> Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
D2.Civ.6.3-5.	<ul style="list-style-type: none"> Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organizations, and families.
D2.Civ.7.3-5.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	<ul style="list-style-type: none"> Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	<ul style="list-style-type: none"> Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	<ul style="list-style-type: none"> Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> Compare procedures for making decisions in a variety of settings, including classroom,

	school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> • Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> • Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> • Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> • Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> • Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> • Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
D2.Eco.4.3-5.	<ul style="list-style-type: none"> • Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	<ul style="list-style-type: none"> • Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> • Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> • Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> • Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> • Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> • Explain what interest rates are.
D2.Eco.11.3-5.	<ul style="list-style-type: none"> • Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	<ul style="list-style-type: none"> • Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> • Describe ways people can increase productivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> • Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> • Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> • Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
D2.Geo.3.3-5.	<ul style="list-style-type: none"> • Use maps of different scales to describe the locations of cultural and environmental characteristics.
D2.Geo.4.3-5.	<ul style="list-style-type: none"> • Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	<ul style="list-style-type: none"> • Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	<ul style="list-style-type: none"> • Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	<ul style="list-style-type: none"> • Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	<ul style="list-style-type: none"> • Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	<ul style="list-style-type: none"> • Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	<ul style="list-style-type: none"> • Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	<ul style="list-style-type: none"> • Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
D2.Geo.12.3-5.	<ul style="list-style-type: none"> • Explain how natural and human-made catastrophic events in one place affect people living in other places.
D2.His.1.3-5.	<ul style="list-style-type: none"> • Create and use a chronological sequence of related events to compare developments that happened at the same time.
D2.His.2.3-5.	<ul style="list-style-type: none"> • Compare life in specific historical time periods to life today.
D2.His.3.3-5.	<ul style="list-style-type: none"> • Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	<ul style="list-style-type: none"> • Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	<ul style="list-style-type: none"> • Explain connections among historical contexts and people's perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> • Describe how people's perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> • Summarize how different kinds of historical sources are used to explain events in the past.

D2.His.10.3-5.	<ul style="list-style-type: none"> Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
D2.His.14.9-12	<ul style="list-style-type: none"> Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.3-5.	<ul style="list-style-type: none"> Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
D4.7.3-5.	<ul style="list-style-type: none"> Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
D4.8.3-5.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill

them in. References to the relevant NJCCCS can be added during the year.	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Leave blank, this curriculum is currently under revision, as is ours. 	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> • Communities are adapted to their environments, culture, economic activities, and historical circumstances. • Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement. • New Jersey’s development and settlement patterns are in part a result of its diverse physical geography • Historical communities have specific defining characteristics, and depend upon mutual exchanges. • People and ideas move to different places and regions as a result of voluntary choices and involuntary compulsion due to the dominance of one culture over another. • Human choices have consequences over time. • The quest for freedom and human rights has motivated people to take risks throughout history. • Human rights and freedom have been denied to groups of people throughout history. • Contact between cultures can lead to cooperation or conflict. • Spatial thinking and geographic tools can be used to describe and analyze spatial patterns and organization of people, places, and environments on Earth. 	
Essential Questions	
<ul style="list-style-type: none"> • How are communities the result of their historical circumstances? • How do the choices of people in the past affect our lives today? • What is freedom? Is it worth making sacrifices? • What are human rights? How can we ensure that human rights are ensured for everyone? • Why do people and ideas move from one place to another? • How and why are American ideals, such as equality, liberty and consent of the governed, embodied in key historic documents? • How might understanding multiple perspectives lead to greater cooperation and peaceful coexistence? • How do primary sources help us to understand what happened in the past? 	
Themes	
<ul style="list-style-type: none"> • Identity • Work, exchange, and technology • Peopling • Politics and Power • America in the World • Environment and geography — physical and human 	
Suggested Inquiries:	
<ul style="list-style-type: none"> • How are communities the result of their unique historical circumstances? • What is freedom? Is it worth making sacrifices? • \What is the legacy of early New Jersey inhabitants for the state’s current citizens? • What is the proper response when two cultures meet and potentially have conflicts? • Why did Europeans leave their homes to settle in America in 1600-1700s? • Why did colonists choose to settle where they did? • What is the impact of European arrival on the Lenni Lenape? 	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> • Student essays (Research, Communication, Problem Solving) • Mapping data and areas of interest, and exchanges between them. (Communication, Research, Self and Global Awareness) • Charts of community roles, exchanges (Collaboration, Communication, Research) 	

- Completion of storylines. (Communication)
- Students create a map of colonial New Jersey. Students can locate some of the early settlements on the map, and color code approximate regions where different types of settlers lived.
- Students write a letter to a friend back in Europe, describing what life was like in colonial New Jersey, and whether it was better or worse than the country they left.
- Students pretend they are the proprietors of New Jersey, and draft what they think is the best constitution for the colony. Students should be able to explain the reasons for the provisions of their constitution, the people it will serve, whether it is fair, and how it helps them.

Objectives

Students will know or learn:

- Communities are adapted to their historical circumstances, environments and economic activities.
- Historical communities have specific defining characteristics, and depend upon mutual exchanges.
- The movement of people and ideas is the result of both voluntary choices and involuntary consequences of one culture dominating another.
- Many current New Jersey communities (ex. Newark, Elizabeth, New Brunswick, Morristown, Nutley) have their origins in the choices made by early New Jersey settlers.
- The Leni Lenape originally settled New Jersey, and lost their communities to European settlers.

Students will be able to:

- Use geospatial tools such as maps to communicate their understanding of rural and urban places and the exchanges between them.
- Sequence historical events.
- Apply appropriate social science disciplines to the study of New Jersey.
- Utilize appropriate technology to conduct research and communicate conclusions.
- Link social studies content to language arts reading instruction and materials.
- Practice grade-appropriate writing skills to communicate their conclusions.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Student essays
- Storylines

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- *The New Jersey Adventure* by Anthony DeCondo (Salt Lake City: Gibbs-Smith Publishers)

Other Suggested Resources

- *We the People (Level One)*. (Calabasas, CA: Center for Civic Education).
- Rand McNally World Atlas (digital) and included atlases
- Modified primary sources.
- Children's literature
- Morris County Library NJ History Resources for Kids: <http://www.gti.net/mocolib1/kid/njhistory.html>
- Hangout NJ: Cartoon History of the Exploration of New Jersey: http://www.state.nj.us/hangout_nj/images_cartoon/exall.pdf
- *Colonial Life* (Childrens Press) or *Voices of Colonial New Jersey* (National Geographic) or *Colonial*

America (You Choose) by Allison Lassieur, (Capstone Press)(Students can choose several endings.)



Nutley Public Schools

Social Studies Grade Four

Unit #: Three	
Unit Title: Revolution, Freedom and Independence	
Summary and Rationale	
<p>The American Revolution was certainly one of the most important events in New Jersey history. That New Jersey played a crucial role in the Revolution is evident in one of the state’s nicknames, “Crossroads of the Revolution”. This unit seeks to enable students to understand the ideas, events, and consequences of the American Revolution through the experiences of New Jersey and its citizens. Students will be able to identify key sites in New Jersey that played a pivotal role in the conflict, and also understand the difficulties and sacrifices endured by those on both sides of the Revolution.</p> <p>Social Studies, especially in the elementary grades, has a close connection to language arts instruction, and the use of children’s literature should be an important part of each unit during the year. Instruction should be linked to reading and writing instruction whenever possible and the social studies curriculum should help inform the choice of books for the classroom libraries. Students should be able link the storylines and issues described in the literature to social studies concepts and content.</p>	
Recommended Pacing	
Approximately 17 Days	
Standards	
NJ Student Learning Standards	
<u>CPI</u>	<u>CPI Description</u>
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
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.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.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.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.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 distribute natural resources.
6.1.4.B10	Identify the major cities of New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible differences.
6.1.4.C.1	Apply <i>opportunity cost</i> (i.e., choices and tradeoffs) to evaluate individuals’ decisions,

	including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how <i>scarcity</i> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why <i>incentives</i> vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived 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.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.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.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 an interconnected world.

C3 Framework Inquiry Arc (Delete any that don't apply)	
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<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
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<p>Students will:</p> <ul style="list-style-type: none"> • Explain why it is important to answer the essential question that guides the inquiry • Explain how the supporting questions help answer the essential inquiry question. • Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting questions. • Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, and the concepts, ideas and sources. 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics) • Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) • Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) • Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History)
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<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
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<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. • Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) and inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. • Critique the strengths and weaknesses of presented solutions to inquiries. • Explain different solutions students and others working alone and together might take to solve local, regional, or global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions. • Possible examples include: <ul style="list-style-type: none"> ○ Presentations to classmates, teachers, or invited guests ○ Maps, charts, posters, and other visuals ○ Reports and argumentative or informative essays ○ Or, any other examples of assessments (perhaps leading to taking informed action)
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C3 Framework Indicators (K-12 Pathways)

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D1.2.3-5.	<ul style="list-style-type: none"> • Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
D1.3.3-5.	<ul style="list-style-type: none"> • Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
D1.4.3-5.	<ul style="list-style-type: none"> • Explain how supporting questions help answer compelling questions in an inquiry.
D1.5.3-5.	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

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D2.Civ.7.3-5.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	<ul style="list-style-type: none"> Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	<ul style="list-style-type: none"> Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	<ul style="list-style-type: none"> Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
D2.Eco.4.3-5.	<ul style="list-style-type: none"> Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	<ul style="list-style-type: none"> Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> Explain what interest rates are.
D2.Eco.11.3-5.	<ul style="list-style-type: none"> Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	<ul style="list-style-type: none"> Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> Describe ways people can increase productivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
D2.Geo.3.3-5.	<ul style="list-style-type: none"> Use maps of different scales to describe the locations of cultural and environmental characteristics.
D2.Geo.4.3-5.	<ul style="list-style-type: none"> Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	<ul style="list-style-type: none"> Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	<ul style="list-style-type: none"> Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	<ul style="list-style-type: none"> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	<ul style="list-style-type: none"> Explain how human settlements and movements relate to the locations and use of various natural resources.

D2.Geo.9.3-5.	<ul style="list-style-type: none"> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	<ul style="list-style-type: none"> Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	<ul style="list-style-type: none"> Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
D2.Geo.12.3-5.	<ul style="list-style-type: none"> Explain how natural and human-made catastrophic events in one place affect people living in other places.
D2.His.1.3-5.	<ul style="list-style-type: none"> Create and use a chronological sequence of related events to compare developments that happened at the same time.
D2.His.2.3-5.	<ul style="list-style-type: none"> Compare life in specific historical time periods to life today.
D2.His.3.3-5.	<ul style="list-style-type: none"> Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	<ul style="list-style-type: none"> Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	<ul style="list-style-type: none"> Explain connections among historical contexts and people’s perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> Describe how people’s perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
D2.His.14.9-12	<ul style="list-style-type: none"> Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.3-5.	<ul style="list-style-type: none"> Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
D4.7.3-5.	<ul style="list-style-type: none"> Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
D4.8.3-5.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment		
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7	Questioning, Argument, Explanation, Point of View

	Anchor Speaking and Listening Standard 1	
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"> The Declaration of Independence was written to explain why the colonists wanted to separate from Britain and identifies the natural rights of citizens The regional geography of New Jersey played a crucial role in the American Revolution and the survival of the Continental Army New Jersey was the site of numerous pivotal events during the American Revolution. Key historical events, documents, individuals, and choices made by the colonists led to the development of our nation. The founders believed that human beings had certain rights to life, liberty, and property, and to protect these rights, people must agree to obey the law and government they create. Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement. The struggle for independence and liberty caused civil conflict in New Jersey that divided families and communities. Those who fought the American Revolution as patriots endured numerous hardships in order to win their independence. The American Revolution won liberty and independence for only part of the population. Human choices have consequences over time. 		
Essential Questions		
<ul style="list-style-type: none"> How do the choices of people in the past affect our lives today? How does perspective influence how someone understands history? How can economic exchanges and the movement of goods be used to improve people's lives? What is freedom? Is it worth making sacrifices? What are human rights? How can we ensure that human rights are ensured for everyone? What is a "revolution"? 		

- What are “human rights” and “freedom”?

Themes

- Identity
- Work, exchange, and technology
- Peopling
- Politics and Power
- America in the World
- Environment and geography — physical and human

Suggested Inquiries:

- What is freedom? Is it worth making sacrifices?
- \What is the legacy of early New Jersey inhabitants for the state’s current citizens?
- What is money, and how can it be used to address economic needs?
- What causes revolutions?
- What was the purpose of the Declaration of Independence and what has been its enduring impact?
- Why was New Jersey’s location significant in the American Revolutionary War? Or: Should New Jersey be called “The Crossroads of the Revolution”?
- Was the Revolutionary War worth fighting?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Student essays (Research, Communication, Problem Solving)
- Mapping data and areas of interest, and exchanges between them. (Communication, Research, Self and Global Awareness)
- Charts of community roles, exchanges (Collaboration, Communication, Research)
- Completion of storylines. (Communication)
- Surveyor’s letter to General Washington:
 - Activity: students assume the role of a surveyor attached to the Continental Army, and write a letter to General Washington explaining why Morristown is a good choice for winter encampments. The letter should also address some of the anticipated difficulties.
 - Good content score references: the regional geography of New Jersey and the protection afforded by the hills, proximity to the British in New York, the iron deposits and economic resources of northern New Jersey, the ability to command the corridor between New York and Philadelphia.
 - Common Core ELA Standards:
 - W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- “Not Worth a Continental”:
 - Activity: students engage in role-playing, or write three diary accounts, one from the perspective of a New Jersey farmer who had his crops and animals confiscated by Continental troops, and was forced to accept worthless Continental dollars, one from the officer who was forced to choose between letting the army starve or coercing the farmer, and one from the perspective of a New Jersey Tory. These are appended to a short research paper or essay explaining why there was a problem with the Continental currency.
 - Themes: History, Economics, Human Dignity, Civics
 - Good score references: the dire situation of the Continental Army, the rich natural resources of New Jersey, the reasons why the currency was worthless, the extent to which government may impose on citizens, individual rights and dignity, the different perspectives of individuals in a given situation.
 - Common Core ELA Standards:
 - W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Was the Revolutionary War worth fighting?
 - Compare a map of the North American colonies in 1776 with a map of the United States of America after the Peace Treaty was signed with Britain in 1783. What did the colonists gain? What did Britain lose? Consider the lives and property lost as well as the change in land. Write a short essay explaining whether or not you think the war was worth fighting by the British? By the Americans? Support your conclusions with evidence.
 - Common Core ELA Standards:
 - RI.4.3 Explain events...ideas or concepts in a historical...text.
 - RI.4.7 Interpret information presented visually...or quantitatively and explain how the information contributes to an understanding of the text
 - R.1.4.9 Integrate information from two texts on the same topic in order to write about the subject knowledgeably.
 - RI.1.10 Read and comprehend informational texts, including history/social studies...
 - W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
 - W.4.9 Draw evidence from ...informational texts to support analysis, reflection and research.

Objectives

Students will know or learn:

- New Jersey's pivotal role in the American Revolution, for example the battles at Trenton, Princeton, Monmouth, and Springfield, as well as the two Morristown encampments.
- The important role New Jersey citizens played on both sides of the Revolution, for example William Livingston, John Witherspoon, Mary Ludwig Hays, Reverend James Caldwell, Aaron Burr, and William Franklin, among others.
- Geospatial tools, such as maps, can help us understand location, place, human-environment interactions, region, and movement.
- Many current New Jersey communities (ex. Newark, Elizabeth, New Brunswick, Morristown, Nutley) have their origins in the choices made by early New Jersey settlers and the events of the American Revolution.
- Liberty and independence were won at a high cost, but were not extended all segments of the population.
- Key documents in New Jersey and the young nation helped define and express the ideas motivating the Revolution.

Students will be able to:

- Use geospatial tools such as maps to communicate their understanding of rural and urban places and the exchanges between them.
- Sequence historical events.
- Apply appropriate social science disciplines to the study of New Jersey during the Revolution.
- Utilize appropriate technology to conduct research and communicate conclusions.
- Link social studies content to language arts reading instruction and materials.
- Practice grade-appropriate writing skills to communicate their conclusions.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries

- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Student essays
- Assessment writing assignments (see above)
- Storylines

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Bridges: The American Revolution (Benchmark)
- Perspectives on the American Revolution (Benchmark)
- Reading Expeditions: People Who Changed America (National Geographic)
- Reading Expeditions: Documents of Freedom (National Geographic)
- Virtual Economics 4.5/EconEd link <https://www.econedlink.org/>
- *The New Jersey Adventure* by Anthony DeCondo (Salt Lake City: Gibbs-Smith Publishers)

Other Suggested Resources

- *We the People (Level One)*. (Calabasas, CA: Center for Civic Education).
- Stratologica and included atlases
- Children's literature
- *Road to Revolution* (National Geographic)
- *Katie's Trunk*, by Ann Turner (Aladdin Paperbacks / Simon & Schuster)
- *We the People: The Citizen and the Constitution, Level 1*, Unit 1 (Center for Civic Education)
- Morristown National Historical Park web site at <http://www.nps.gov/morr/index.htm>
- Trenton Old Barracks website for children at <http://www.barracks.org/>
- Crossroads of the American Revolution <http://revolutionarynj.org/>



Nutley Public Schools

Social Studies Grade Four

Unit #: Four	
Unit Title: The Struggle to Establish Freedom and Justice	
Summary and Rationale	
<p>It is a difficult task to win a revolution. It is more difficult still to create a viable and sustainable government and society that products liberty, justice, and the ideals of that revolution. Throughout history, many societies have fought revolutions, only to lapse back into dictatorship. This unit looks at how New Jersey and the United States confronted the difficult task of establishing a new state and federal constitutions and governments, and how the struggle to uphold and extend the rights and ideals expressed in those documents continued over the subsequent centuries. The unifying theme in this unit is human rights and liberty, and students are encouraged to investigate how these important ideals can be sustained and protected.</p> <p>Social Studies, especially in the elementary grades, has a close connection to language arts instruction, and the use of children’s literature should be an important part of each unit during the year. Instruction should be linked to reading and writing instruction whenever possible and the social studies curriculum should help inform the choice of books for the classroom libraries. Students should be able link the storylines and issues described in the literature to social studies concepts and content.</p>	
Recommended Pacing	
Approximately 17 Days	
Standards	
NJ Student Learning Standards	
<u>CPI</u>	<u>CPI Description</u>
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
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.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.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.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.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.7	Explain the role Governor William Livingston played in the development of New Jersey government.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

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.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 an interconnected world.

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C3 Framework Inquiry Arc (*Delete any that don't apply*)

<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Explain why it is important to answer the essential question that guides the inquiry • Explain how the supporting questions help answer the essential inquiry question. • Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting questions. • Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, and the concepts, ideas and sources. 	<p>Students will:</p> <ul style="list-style-type: none"> • Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics) • Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) • Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) • Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History)
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. • Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. • Critique the strengths and weaknesses of presented solutions to inquiries. • Explain different solutions students and others working alone and together might take to solve local, regional, or

and inquiry.	<p>global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions.</p> <ul style="list-style-type: none"> • Possible examples include: <ul style="list-style-type: none"> ○ Presentations to classmates, teachers, or invited guests ○ Maps, charts, posters, and other visuals ○ Reports and argumentative or informative essays ○ Or, any other examples of assessments (perhaps leading to taking informed action)
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C3 Framework Indicators (K-12 Pathways)

<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
D1.1.3-5.	<ul style="list-style-type: none"> • Explain why compelling questions are important to others (e.g., peers, adults).
D1.2.3-5.	<ul style="list-style-type: none"> • Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
D1.3.3-5.	<ul style="list-style-type: none"> • Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
D1.4.3-5.	<ul style="list-style-type: none"> • Explain how supporting questions help answer compelling questions in an inquiry.
D1.5.3-5.	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
D2.Civ.1.3-5.	<ul style="list-style-type: none"> • Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
D2.Civ.2.3-5.	<ul style="list-style-type: none"> • Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
D2.Civ.3.3-5.	<ul style="list-style-type: none"> • Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
D2.Civ.4.3-5.	<ul style="list-style-type: none"> • Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	<ul style="list-style-type: none"> • Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
D2.Civ.6.3-5.	<ul style="list-style-type: none"> • Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organizations, and families.
D2.Civ.7.3-5.	<ul style="list-style-type: none"> • Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	<ul style="list-style-type: none"> • Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	<ul style="list-style-type: none"> • Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	<ul style="list-style-type: none"> • Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> • Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> • Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> • Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> • Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> • Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> • Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> • Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
D2.Eco.4.3-5.	<ul style="list-style-type: none"> • Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	<ul style="list-style-type: none"> • Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> • Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> • Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> • Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> • Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> • Explain what interest rates are.

D2.Eco.11.3-5.	<ul style="list-style-type: none"> • Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	<ul style="list-style-type: none"> • Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> • Describe ways people can increase productivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> • Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> • Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> • Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
D2.Geo.3.3-5.	<ul style="list-style-type: none"> • Use maps of different scales to describe the locations of cultural and environmental characteristics.
D2.Geo.4.3-5.	<ul style="list-style-type: none"> • Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	<ul style="list-style-type: none"> • Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	<ul style="list-style-type: none"> • Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	<ul style="list-style-type: none"> • Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	<ul style="list-style-type: none"> • Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	<ul style="list-style-type: none"> • Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	<ul style="list-style-type: none"> • Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	<ul style="list-style-type: none"> • Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
D2.Geo.12.3-5.	<ul style="list-style-type: none"> • Explain how natural and human-made catastrophic events in one place affect people living in other places.
D2.His.1.3-5.	<ul style="list-style-type: none"> • Create and use a chronological sequence of related events to compare developments that happened at the same time.
D2.His.2.3-5.	<ul style="list-style-type: none"> • Compare life in specific historical time periods to life today.
D2.His.3.3-5.	<ul style="list-style-type: none"> • Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	<ul style="list-style-type: none"> • Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	<ul style="list-style-type: none"> • Explain connections among historical contexts and people's perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> • Describe how people's perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> • Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> • Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> • Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> • Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> • Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
D2.His.14.9-12	<ul style="list-style-type: none"> • Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> • Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> • Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> • Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> • Identify evidence that draws information from multiple sources in response to compelling questions.

D3.4.3-5.	<ul style="list-style-type: none"> Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.3-5.	<ul style="list-style-type: none"> Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
D4.7.3-5.	<ul style="list-style-type: none"> Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
D4.8.3-5.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment

<u>C3 Dimension</u>	<u>Common Core ELA Anchor Standards</u>	<u>Shared Language</u>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)

- The Founders believed that human beings had certain natural rights to life liberty and property and to protect these rights people consent to obey the laws and government they create.
- In a republican government (or representative democracy) the people elect individuals to represent their views in government and serve the common good.
- A constitutional government follows a set of rules and laws that outlines how government should be organized and run and what it should do.
- The U.S. Constitution provides for diffused power through federalism and separation of powers among three branches of government.
- Federalism provides for the national government to have only those powers granted by the Constitution and

other powers shared with or reserved to the states.

- The U.S. Constitution and Bill of Rights reflect American values of fairness, equality and diversity by protecting individual rights and giving voice to diverse views through representation in government.
- The ideals of the Declaration of Independence, U.S. Constitution, Bill of Rights, and the New Jersey Constitution originally were not extended to all citizens, and protests and reform movements were conducted to ensure that those excluded could enjoy human rights and liberty.
- People and ideas move to different places and regions as a result of voluntary choices and involuntary compulsion due to the dominance of one culture over another.
- Human choices have consequences over time.
- Contact between cultures can lead to cooperation or conflict.

Essential Questions

- How does the U.S. Constitution organize our government to prevent an abuse of power?
- How do the Constitution and Bill of Rights protect our rights?
- What is federalism and how does it work?
- How do the Constitution and Bill of Rights reflect American values of fairness, equality and diversity?
- What is the role of the citizen in the American system of republican democracy?
- What is freedom? Is it worth making sacrifices?
- What are rights, and who should have them?
- How do the choices of people in the past affect our lives today?
- How have individuals or groups taken actions to promote the dignity and rights of people?
- How does perspective influence how someone understands history?

Themes

- Identity
- Politics and Power

Suggested Inquiries:

- What is freedom? Is it worth making sacrifices?
- What does it mean to be a “citizen”? Who should be a “citizen”?
- What is the legacy of early New Jersey inhabitants for the state’s current citizens?
- How have the American people attempted to live up to their founding ideals.
- What is the proper response when confronted with prejudice, discrimination, and/or the denial of rights?
- Were the United States and New Jersey constitutions fair?
- Who should have the right to vote?
- What are the causes of prejudice and discrimination, and what obligation does the government have to end this?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Student essays (Research, Communication, Problem Solving)
- Mapping data and areas of interest, and exchanges between them. (Communication, Research, Self and Global Awareness)
- Charts of community roles, exchanges (Collaboration, Communication, Research)
- Completion of storylines. (Communication)

How does the Constitution try to prevent abuse of authority?

- Activity: Students work in small groups to draw an image showing how federalism and separation of powers works. Students present the chart or image and explain how federalism and separation of powers can help prevent abuse of authority. Use the provisions of the U.S. Constitution to make a chart of the powers that the national government has; the powers reserved to the states; and some areas with concurrent authority. Students write an opinion piece considering the benefits and disadvantages of federalism and separation of powers and conclude whether these mechanisms to prevent abuse of power by diffusing power are more beneficial or harmful, with supporting evidence.
- Common Core ELA standards:
 - RI.4.2 Determine the main idea of a text and explain how it supported by key details...
 - RI.4.3 Explain events... ideas or concepts in a historical... text, including what happened and why
 - RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a

text

- RI.4.5 Describe the overall structure of events, ideas, concepts or information in a text
- RI.4.7 Interpret information presented visually, orally,...
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.
- W.4.1 Write opinion pieces on topics...supporting a point of view with reasons and information
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.1 Engage effectively in a range of collaborative discussions (in groups)
- Role playing as a delegate at the Constitutional Convention. Students debate the Great Compromise, and why slaves were counted as three-fifths of a person.

The Hungry Visitors:

- Activity: students pretend that they are confronted with hungry, desperate travelers on the Underground Railroad in antebellum New Jersey, and must decide between helping these people and risking their freedom and their homes, or obeying the law and turning the former slaves in to the authorities. This assessment can take the form of an essay, role playing, or a mock trial of the homeowners who have been charged with helping the slaves.
- Good score references: the harsh conditions of American slavery, New Jersey's role in the Underground Railroad, fugitive slave laws, ethical decisions, the inherent worth of human beings, issues of government laws versus appeals to "higher moral laws".

"Votes For Women"

- Students should chart on a timeline the changing conditions of female suffrage (women could vote in NJ implicitly from 1776, and explicitly from 1797, until 1807, when suffrage was rescinded) on a timeline from 1776-1920, and annotate the timeline to explain the reasons for the changing legal requirements and the movements for granting women the vote.

Objectives

Students will know or learn:

- The United States and New Jersey constitutions established practices of limited government to protect the freedom won during the Revolution, using techniques such as separation of powers, checks and balances, and federalism.
- The ideals and rights articulated in the United States Constitution, Bill of Rights, and New Jersey Constitution(s) were originally not extended to all inhabitants of New Jersey and the United States.
- Reform and protest movements were conducted by individuals and groups to extend full citizenship and suffrage to African-Americans, women, and those without property.
- The United States fought the Civil War and amended the Constitution to extend full citizenship to African-Americans. New Jersey citizens played a role in that struggle.
- Supporting the Underground Railroad was one means by which some New Jersey citizens worked to extend rights to African-Americans.
- The right of women to vote changed during the period from 1776-1920. The suffrage movement had supporters active in New Jersey.
- The movement of people and ideas is the result of both voluntary choices and involuntary consequences of one culture dominating another.

Students will be able to:

- Use geospatial tools such as maps to communicate their understanding of historical events
- Sequence historical events.
- Apply appropriate social science disciplines to the study of New Jersey.
- Utilize appropriate technology to conduct research and communicate conclusions.
- Link social studies content to language arts reading instruction and materials.
- Practice grade-appropriate writing skills to communicate their conclusions.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Student essays
- Storylines

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Reading Expeditions: People Who Changed America (National Geographic)
- Reading Expeditions: Documents of Freedom (National Geographic)
- *The New Jersey Adventure* by Anthony DeCondo (Salt Lake City: Gibbs-Smith Publishers)

Other Suggested Resources

- *We the People (Level One)*. (Calabasas, CA: Center for Civic Education).
- *New Jersey Recognizes the Right of Women to Vote*.
https://thf_media.s3.amazonaws.com/2011/pdf/FP_PS13.pdf
- Rand McNally World Atlas (digital) and included atlases
- Children's literature



Nutley Public Schools

Social Studies Grade Four

Unit #: Five

Unit Title: The Search for Prosperity – Ideas, Invention, and Economic Development

Summary and Rationale

New Jersey’s state motto is “Liberty and Prosperity”. The previous unit focused on the issue of liberty, and this unit will examine the search for prosperity. New Jersey’s economic development has been an important part of America’s emergence as the dominant world economy. Many of the inventions and innovations that fueled that development had their origins in the Garden State. This unit will encourage students to not only investigate how the state’s location and geography facilitated its development, but also how the state’s tradition of invention and research created an ongoing legacy that underlies New Jersey’s current economy. In addition, students should investigate possible means by which economic development can be balanced with a sustainable environment.

Social Studies, especially in the elementary grades, has a close connection to language arts instruction, and the use of children’s literature should be an important part of each unit during the year. Instruction should be linked to reading and writing instruction whenever possible and the social studies curriculum should help inform the choice of books for the classroom libraries. Students should be able to link the storylines and issues described in the literature to social studies concepts and content.

Recommended Pacing

Approximately 17 Days

Standards

NJ Student Learning Standards

<u>CPI</u>	<u>CPI Description</u>
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.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.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.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.8	Compare ways people choose to use and distribute natural resources.
6.1.4.B.10	Identify the major cities of New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible differences.
6.1.4.C.1	Apply <i>opportunity cost</i> (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how <i>scarcity</i> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why <i>incentives</i> vary between and among producers and consumers.

6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.4.C.13	Examine the qualities of entrepreneurs in a <i>capitalistic</i> society.
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.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
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.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.

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C3 Framework Inquiry Arc (Delete any that don't apply)	
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> Explain why it is important to answer the essential question that guides the inquiry Explain how the supporting questions help answer the essential inquiry question. Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting questions. Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, and the concepts, ideas and sources. 	<p>Students will:</p> <ul style="list-style-type: none"> Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics) Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) Use and apply age-appropriate maps and other geospatial

	<p>tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography)</p> <ul style="list-style-type: none"> Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History)
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) and inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. Critique the strengths and weaknesses of presented solutions to inquiries. Explain different solutions students and others working alone and together might take to solve local, regional, or global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions. Possible examples include: <ul style="list-style-type: none"> Presentations to classmates, teachers, or invited guests Maps, charts, posters, and other visuals Reports and argumentative or informative essays Or, any other examples of assessments (perhaps leading to taking informed action)

C3 Framework Indicators (K-12 Pathways)

<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
D1.1.3-5.	<ul style="list-style-type: none"> Explain why compelling questions are important to others (e.g., peers, adults).
D1.2.3-5.	<ul style="list-style-type: none"> Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
D1.3.3-5.	<ul style="list-style-type: none"> Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
D1.4.3-5.	<ul style="list-style-type: none"> Explain how supporting questions help answer compelling questions in an inquiry.
D1.5.3-5.	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
D2.Civ.1.3-5.	<ul style="list-style-type: none"> Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
D2.Civ.2.3-5.	<ul style="list-style-type: none"> Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
D2.Civ.3.3-5.	<ul style="list-style-type: none"> Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
D2.Civ.4.3-5.	<ul style="list-style-type: none"> Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	<ul style="list-style-type: none"> Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
D2.Civ.6.3-5.	<ul style="list-style-type: none"> Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organizations, and families.
D2.Civ.7.3-5.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	<ul style="list-style-type: none"> Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	<ul style="list-style-type: none"> Use deliberative processes when making decisions or reaching judgments as a group.

D2.Civ.10.3-5.	<ul style="list-style-type: none"> Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
D2.Eco.4.3-5.	<ul style="list-style-type: none"> Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	<ul style="list-style-type: none"> Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> Explain what interest rates are.
D2.Eco.11.3-5.	<ul style="list-style-type: none"> Explain the meaning of inflation, deflation, and unemployment.
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D2.Geo.6.3-5.	<ul style="list-style-type: none"> Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	<ul style="list-style-type: none"> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	<ul style="list-style-type: none"> Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	<ul style="list-style-type: none"> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	<ul style="list-style-type: none"> Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	<ul style="list-style-type: none"> Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
D2.Geo.12.3-5.	<ul style="list-style-type: none"> Explain how natural and human-made catastrophic events in one place affect people living in other places.
D2.His.1.3-5.	<ul style="list-style-type: none"> Create and use a chronological sequence of related events to compare developments that happened at the same time.
D2.His.2.3-5.	<ul style="list-style-type: none"> Compare life in specific historical time periods to life today.
D2.His.3.3-5.	<ul style="list-style-type: none"> Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	<ul style="list-style-type: none"> Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.5.3-5.	<ul style="list-style-type: none"> Explain connections among historical contexts and people’s perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> Describe how people’s perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
D2.His.14.9-12	<ul style="list-style-type: none"> Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.3-5.	<ul style="list-style-type: none"> Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
D4.7.3-5.	<ul style="list-style-type: none"> Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
D4.8.3-5.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment		
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> Communities engage in economic activities based on their specific geographic locations and places. New Jersey's development and settlement patterns are in part a result of its diverse physical geography Availability of natural resources affects economic outcomes. Economic opportunities are related to the availability of resources and technology. New Jersey is rich in natural resources (rivers, water power) The geography of New Jersey facilitated the onset of the Industrial Revolution in the United States, and encouraged transportation and trade between ports and urban centers. New Jersey has often played an important role in the technical innovations that have fostered economic change. New Jersey is part of a global economic system, which is reflected in the international nature of the products we buy Advancements in science and technology can have unintended consequences Creativity and innovations have led to improvements in lifestyle, access to information and the creation of new products. New Jersey's population density and major cities provide economic, environmental, and human challenges for urban planners and state and local governments. New Jersey's continued prosperity is dependent upon its ability to encourage innovation and invention. 	
Essential Questions	
<ul style="list-style-type: none"> Is geography destiny? What is more important for determining place, physical geography or human actions? What is the best way for humans to balance their needs with sustaining the environment? Why do people invent and innovate? Should the government have a role in supporting research, innovation, and invention? How do the choices of people in the past affect our lives today? How can inventions, economic exchanges and the movement of goods be used to improve people's lives? Why do people and ideas move from one place to another? 	
Themes	
<ul style="list-style-type: none"> Work, exchange, and technology Environment and geography — physical and human 	
Suggested Inquiries:	
<ul style="list-style-type: none"> How can New Jersey best balance economic development (jobs and a good standard of living) and protection of its environment? What is the relationship between invention and innovation and economic development (can new ideas help people get jobs and live more comfortably)? Why has New Jersey been a center for invention and innovation over the centuries? Is New Jersey effectively encouraging invention and innovation to support its economy and quality of life? How did New Jersey's inventions, economic exchanges and the movement of goods improve people's lives? How does one invention lead to another? 	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> Student essays (Research, Communication, Problem Solving) Mapping data and areas of interest, and exchanges between them. (Communication, Research, Self and Global Awareness) 	

- Charts of inventions and innovations, New Jersey's economic development (Collaboration, Communication, Research)
- Completion of storylines. (Communication)
- Picnic with Alexander Hamilton:
 - Activity: students write several diary entries as if they were present at Alexander Hamilton's lunch by the Paterson Falls, discussing how the Falls inspired a vision of New Jersey as a future economic and industrial power, and also as a witness to the changes that take place. The diary entries should be as a young person who is present with Hamilton as he supposedly lunches near the Falls, and as the person ages and sees the transformation of the area.
 - Themes: Geography, Economics, History
 - Good score references: how the geography of New Jersey facilitated its economic growth, the role of Paterson in the Industrial Revolution, Hamilton's economic vision for America.
 - Common Core ELA Standards:
 - RI.4.2 Determine the main idea of a text and explain how it supported by key details...
 - RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text
 - RI.4.7 Interpret information presented visually, orally,...
 - RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
 - W.4.1 Write opinion pieces on topics...supporting a point of view with reasons and information
 - W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- The Incredible, Amazing, Shrinking "Music Machine":
 - Activity: students should present the history of an innovative device, such as music players from Edison's phonograph to the iPod, MP3 players, and smartphones and create an annotated timeline with graphics, with special references to the contributions of New Jersey. The summary should address the question of innovation and economic change, and the changes in specific industries, in this case, the music industry. This timeline, with the graphics, should then be presented to the class to develop public speaking skills.
 - Themes: Economics, History
 - Good score references: New Jersey's contributions to innovation in the music industry (ex. Edison at Menlo Park, creation of the transistor at Bell Labs in Murray Hill), how changes in technology can cause the creation, and transformation, of industries.
 - Common Core ELA Standards:
 - RI.4.2 Determine the main idea of a text and explain how it supported by key details...
 - RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text
 - RI.4.7 Interpret information presented visually, orally,...
 - RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
 - W.4.1 Write opinion pieces on topics...supporting a point of view with reasons and information
 - W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- My Car Came From Where?:
 - Activity: students research the purchase of an imported car, and trace on a map the origin of the parts, the assembly of the car, and the transportation of the car to New Jersey through the ports, to the dealer, and finally to their driveway. The presentation should then be presented to the class.
 - Good score references: annotated maps of New Jersey and the world, global contributions to finished products.
 - Common Core ELA Standards:

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
 - SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 - SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Urban Planning:
 - Activity: students should develop and present a plan to enhance the living conditions in New Jersey cities, including making them more “green”. What kinds of jobs would also help the environment and make the city a more pleasant place to live? The plan should include a description of what levels of government would participate in approving the plan.
 - Good score references: maps indicating urban and “green” areas in New Jersey, the interaction of state and local governments, how cities affect the economy.
 - Common Core ELA Standards:
 - W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
 - SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 - SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- "Igor's Shopping Trip"
 - *We all know that Dr. Frankenstein is always in the market for a brain. If you are Igor, his assistant, finding quality brains in modern New Jersey can be a very time consuming task. Help Igor by mapping out the places where he is most likely to find quality brains in New Jersey. Our state has many of these places. Find research labs, colleges and universities, and major corporate campuses where they conduct research and development. Locate the state's fine and performing arts centers. If you find a small start-up company that has made the news for a great new idea, include that. The more quality brains you find in a town or city, the bigger the circle that you draw should be.*
 - *When you are finished, you should have a bubble map of New Jersey with circles of varying sizes. Make sure you include a key explaining the size of each bubble. Present your map to the class (you can talk like Igor, if you like), explaining what each circle represents. Can you connect the dots? Do they make a pattern? Explain to the class what this says about the geography and economy of modern New Jersey. How do many people make their living today? How is that different from the past? And finally, is New Jersey a good place for Igor to go shopping? Why?*
 - Common Core ELA Standards
 - SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
 - SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 - SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

Objectives

Students will know or learn:

- New Jersey has historically been a center of invention and economic development for the nation, especially in locations such as Paterson, Menlo Park, West Orange, Murray Hill, and the Route One research corridor.
- Communities engage in economic activities based on their specific geographic locations and places.
- Geospatial tools, such as maps, can help us understand location, place, human-environment interactions,

region, and movement.

- Inventions and economic exchanges allow for greater increased access to goods and services and an improved standard of living.
- New Jersey's economic development and early industrialization has also led to environmental challenges.

Students will be able to:

- Use geospatial tools such as maps to communicate their understanding of rural and urban places and the exchanges between them.
- Sequence historical events.
- Apply appropriate social science disciplines to the study of New Jersey.
- Utilize appropriate technology to conduct research and communicate conclusions.
- Link social studies content to language arts reading instruction and materials.
- Practice grade-appropriate writing skills to communicate their conclusions.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Student essays
- Storylines

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Seeds of Change: The Industrial Revolution
- Seeds of Change: The Age of Inventions
- *The New Jersey Adventure* by Anthony DeCondo (Salt Lake City: Gibbs-Smith Publishers)

Other Suggested Resources

- *We the People (Level One)*. (Calabasas, CA: Center for Civic Education).
- Thomas Edison National Historical Park web site: <http://www.nps.gov/edis/index.htm>
- The Thomas Edison Center at Menlo Park web site: <http://www.menloparkmuseum.org/education/>
- Bell Labs at Murray Hill web site: <https://www.bell-labs.com/>
- *Eureka: Invention and Innovation in New Jersey Learning Module*.
<http://www.drumthwacket.org/education/nj-inventors>
- Rand McNally World Atlas (digital) and included atlases
- Children's literature