

Boonton School District

Course Title:	Social Studies	Grade Level(s):	Fourth Grade		
Curriculum Area / Level:	Fourth Grade Social Studies	Credits:			
Course prerequisites and/or co-requisites:					
Course Description:	This Fourth Grade Social Studies curriculum has been designed to encourage student learning of many aspects of the world around us. Lessons will focus on the geography, history, and culture of our country. Student learning will also focus on the importance of citizenship and global connections in which we live today.				
Created by:	Amy Smith	Date:	8/2016	BOE Approval:	9/26/16
District Equity Statement:	As required by state law, it is the policy of Boonton School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap in its educational programs or activities and to maintain a learning environment that is free from sexual harassment. Courses of study and instructional materials shall be designed and selected in order to eliminate discrimination and promote understanding, sex equity, and mutual respect among people. No course offering, including but not limited to physical education, health, technology education, vocational, home economics, music and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap. Furthermore, there shall be no discrimination against students as to any educational activity or program because of pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family or marital status. If a student requests to be excluded or a physician certifies that such is necessary for her physical, mental, or emotional well-being, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.				

Division of Umbrella & Mini Units

Umbrella Unit 1 Topic / Name:

How does Geography affect the way we live?

Mini Unit(s)

- 1A. Maps and Globes**
- 1B. Landforms and Climate**
- 1C. Resources and People**

Umbrella Unit 2 Topic / Name:

What are some ways our country has changed, and stayed the same throughout history?

Mini Unit(s)

- 2A. America and Europe**
- 2B. A New Nation**
- 2C. Growth and Civil War**
- 2D The US as a World Power**

Umbrella Unit 3 Topic / Name:

What is special about American Government?

Mini Unit(s)

- 3A. Principles of Our Government**
- 3B. Government and Citizenship**

Umbrella Unit 4 Topic / Name:

How does the Economy meet our needs and wants?

Mini Unit(s)

- 4A. What is the Economy?**
- 4B. The Global Economy**

Umbrella Unit 5 Topic / Name: The Northeast Region	Mini Unit(s) 5A. The Land and Resources of the Northeast 5B. Birthplace of a Nation 5C Growth and Change in the Northeast
Umbrella Unit 6 Topic / Name: Nonfiction Studies	Mini Unit(s) 6A. Current Events 6B. Biographies

UMBRELLA UNIT 1	
Title:	How does Geography affect the way we live?
Duration:	Approximately 6 weeks
Essential Questions:	What information can I learn from maps and globes? How do landforms, bodies of water and weather influence people's lives? How do people adapt to the environment? How do people change the environment?
Summative Assessments: (Assessment at	Vocabulary and Unit tests Written responses

the end the learning period)	
Formative Assessments: (Ongoing assessments during the learning period)	<p>Projects can include:</p> <ul style="list-style-type: none"> ● Vocabulary and text comprehension questions ● Geographical dictionary with illustrations, terms, and definitions ● Lesson Observations ● Class Discussions and participation ● Lesson review and notes ● Skills practice ● Graphic organizers ● Written journal responses
Differentiation:	<p>Student work can be differentiated for students of any working level. Students are encouraged to complete graphic organizers and independent research on our social studies areas that are of interest to them. We can also modify work, provide class notes, help highlight and identify key information. Students can review and complete study guides for each unit and can use texts and notebooks if needed for assessments.</p>
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)

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MINI UNIT 1A	
Title:	Maps and Globes
Duration:	Approximately 2 weeks
Overview:	Students will use a variety of maps and globes to study and identify continents, oceans, hemispheres, and global measurements of exact location.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Identify Earth's continents and oceans on a globe.	6.1.4.B.3
Definitions and examples of geographical landforms	6.1.4.B.4
Definitions and examples of bodies of water	6.1.4.B.1
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Explain how the prime meridian and the equator divide earth into four hemispheres.	6.1.4.B.3
Describe the similarities and differences between political and physical maps	6.1.4.B.2
Locate places on a map using cardinal and intermediate directions	6.1.4.B.1
Use a map scale to determine distances on a map	6.1.4.B.1
Use a map key to determine elevation on a map	6.1.4.B.1

Use a grid, latitude, and longitude to find locations on a map	6.1.4.B.3
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Interpret political and physical maps using map elements.	6.1.4.B.2
Use maps to locate historic and current events	6.1.4.B.10
Resources Mini Unit 1A:	Textbooks, maps and atlases, globes, internet, graphic organizers, literature, various articles

MINI UNIT 1B	
Title:	Landforms and Climate
Duration:	Approximately 2 weeks
Overview:	This unit analyzes the effects of geography and weather on people's lives.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Locate landforms and bodies of water in the US.	6.1.4.B.4
Define climate, and distinguish it from weather	6.1.4.B.4
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Describe landforms and bodies of water in the US.	6.1.4.B.4
Explain how natural features and political considerations provide the basis for state and national boundaries.	6.1.4.B.1

Identify factors that contribute to climate (wind, temperature, precipitation, etc.)	6.1.4.B.4
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Differentiate between the five regions of the US and identify some of their characteristics.	6.1.4.B.6
Identify that regions are based on many different features.	6.1.4.B.6
Explain the climate differences in the five US regions	6.1.4.B.4
Resources Mini Unit 1B:	Textbooks, maps and atlases, globes, internet, various articles

MINI UNIT 1C	
Title	Resources and People
Duration:	Approximately 2 weeks
Overview:	We will research the natural, capital, and human resources found in the United States.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Define key vocabulary from the unit	6.1.4.C.8
Identify the natural resources in the US.	6.1.4.B.8
Analyze the way technology has both harmed and improved the environment.	6.1.4.B.5
Use a map to identify different populations of regions throughout the country.	

Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Analyze and classify natural, capital, and human resources.	6.1.4.C.9
Distinguish between renewable and nonrenewable resources.	6.1.4.C.8
Provide examples of how people have altered the environment.	6.1.4.B.5
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Explain ways people can conserve resources.	6.1.4.B.5 6.1.4.B.9
Evaluate how the environment impacts how and where people live.	6.1.4.B.5
Analyze how people adapt to the environment.	6.1.4.B.9
Resources Mini Unit 1C:	Textbooks, maps and atlases, globes, internet, various articles

UMBRELLA UNIT 2

Title:	What are some ways our country has changed, and stayed the same throughout history?
Duration:	Approximately 8 weeks
Essential Questions:	<ul style="list-style-type: none">● How did our culture form and change due to interactions with Europeans and Native Americans?● What steps led to the US becoming an independent nation?● What were the difficulties and divisions that led to the Civil War?● How has our country balanced growth, power, and changes in recent years?
Summative Assessments: (Assessment at the end the learning period)	Vocabulary and Unit tests Written responses
Formative Assessments: (Ongoing assessments during the learning period)	<ul style="list-style-type: none">● Vocabulary and text comprehension questions● Lesson Observations● Class Discussions and participation● Lesson review and notes● Skills practice● Graphic organizers● Written journal responses
Differentiation:	Student work can be differentiated for students of any working level. Students are encouraged to complete graphic organizers and independent research on our social studies areas that are of interest to them. We can also modify work, provide class notes, help highlight and identify key information. Students can review and complete study guides for each unit and can use texts and notebooks if needed for assessments.

TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)

MINI UNIT 2A	
Title:	America and Europe
Duration:	Approximately 2 weeks
Overview:	When Europeans and Native Americans met, their cultures changed forever.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Demonstrate an understanding of what historians and archaeologists do.	
Identify locations where Native Americans lived.	6.1.4.D.1

	6.1.4.D.10
Identify European explorers	6.1.4.D.4
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Explain where early settlers of the US came from.	6.1.4.D.1
Discuss the positive and negative impacts of European contact with Native Americans	6.1.4.D.1
Summarize the traditions the English brought with them to their colonies	6.1.4.D.14 6.1.4.D.13
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Analyze the effect of geography on Native American culture.	6.1.4.D.10
Discuss the ideas and events that led to the American Revolution	6.1.4.D.2
Resources Mini Unit 2A:	Textbooks, maps and atlases, globes, internet, various articles

MINI UNIT 2B	
Title:	A New Nation
Duration:	Approximately 2 weeks
Overview:	The United States grew out of the English colonies to become an independent nation.
Essential Outcomes - Upon completion of this course	Alignment to Standards

students will know (declarative):	
Identify key founding documents.	6.1.4.D.5
Identify key figures who contributed to winning independence and writing the founding documents.	6.1.4.D.6
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Summarize the ideas and events that led to independence.	6.1.4.D.4
Sequence the events that led to a new constitution.	6.1.4.D.4
Explain how the Louisiana Purchase affected the size of the United States.	6.1.4.D.5
Describe the achievements of Louis and Clark.	6.1.4.D.4
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Discuss the reasons why the English colonies wanted independence from Great Britain.	6.1.4.D.4
Discuss the failures of the first national government.	6.1.4.D.4
Resources Mini Unit 2B:	Textbooks, maps and atlases, globes, internet, various articles

MINI UNIT 2C	
Title:	Growth and Civil War
Duration:	Approximately 2 weeks
Overview:	The growing nation had deep divisions of beliefs that led to the Civil War.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Summarize events that led to the Westward Expansion.	6.1.4.B.7
Identify how and why the US grew during the first half of the 1800s.	6.1.4.B.7
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Explain the causes and effects of the Civil War, its key figures, and its importance in US history.	6.1.4.D.19
Summarize the differences between the North and the South.	6.1.4.D.20
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Describe the Industrial Revolution and the importance of new inventions and immigrants.	6.1.4.C.17 6.1.4.D.3

Discuss slavery, and the role it played in leading to the Civil War.	6.1.4.D.9
Explain how Westward Expansion affected the Native Americans.	6.1.4.D.1
Resources Mini Unit 2C:	Textbooks, maps and atlases, globes, internet, various articles

MINI UNIT 2D	
Title:	The US as a World Power
Duration:	Approximately 2 weeks
Overview:	The US has become one of the most powerful nations in the world.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Identify inventions and technology that helped contribute to the growth of the US.	6.1.4.D.18
Identify changes and opportunities for women and immigrants since World War II.	6.1.4.D.3 6.1.4.D.11

Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Explain how the Great Depression affected the country's economy.	6.1.4.C.9
Describe the civil rights movement, and identify its leaders and achievements.	6.1.4.A.10
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Describe the changes and effects of immigration throughout the 20th century.	6.1.4.D.14
Discuss how the history of the US reflects both continuity and change.	6.1.4.D.18
Resources Mini Unit 2D:	Textbooks, maps and atlases, globes, internet, various articles

UMBRELLA UNIT 3

Title:	What is special about American Government?
Duration:	Approximately 6 weeks
Essential Questions:	<ul style="list-style-type: none">● What is a democracy?● What part do citizens play in a democracy?● What is the main role of the government?● What is the job of the Constitution?● What are the structures or branches of the government?
Summative Assessments: (Assessment at the end the learning period)	Vocabulary and Unit tests Written responses
Formative Assessments: (Ongoing assessments during the learning period)	<ul style="list-style-type: none">● Vocabulary and text comprehension questions● Lesson Observations● Class Discussions and participation● Lesson review and notes● Skills practice● Graphic organizers● Written journal responses
Differentiation:	Student work can be differentiated for students of any working level. Students are encouraged to complete graphic organizers and independent research on our social studies areas that are of interest to them. We can also modify work, provide class notes, help highlight and identify key information. Students can review and complete study guides for each unit and can use texts and notebooks if needed for assessments.

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CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
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21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
9.2.4.A.1	Identify reasons people work, different types of work, and how work can help a person achieve personal and professional goals.

MINI UNIT 3A	
Title:	Principles of Our Government
Duration:	Approximately 3 weeks
Overview:	Our government was set up to serve and protect the people who live here.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Demonstrate that laws are necessary to the nation.	6.1.4.A.1

Demonstrate that the government provides goods and services.	6.1.4.A.8
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Identify the documents that established our government.	6.1.4.A.2
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Understand ideas and principles from the Declaration of Independence, Preamble, Bill of Rights and the Constitution.	6.1.4.A.3
Resources Mini Unit 3A:	Textbooks, maps and atlases, globes, internet, various articles

MINI UNIT 3B	
Title:	Government and Citizenship
Duration:	Approximately 3 weeks
Overview:	Our government and its citizens have both rights and responsibilities.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards

Identify the national, state, and local levels of government.	6.1.4.A.6
Recognize national and state symbols and holidays that commemorate people, events, and the ideals of our government.	6.1.4.D.17
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Understand the functions and responsibilities of the legislative, executive, and judicial branches.	6.1.4.A.5
Understand the system of checks and balances.	6.1.4.A.4
Identify how citizens participate in their governments and communities.	6.1.4.A.11
Demonstrate how constitutional amendments have changed our nation.	6.1.4.D.14
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Sequence the process for how a bill becomes a law.	6.1.4.A.12
Identify important rights of citizens in the United States.	6.1.4.D.11
Resources Mini Unit 3B:	Textbooks, maps and atlases, globes, internet, various articles

UMBRELLA UNIT 4

Title:	How does the economy meet our needs and wants?
Duration:	Approximately 6 weeks
Essential Questions:	<ul style="list-style-type: none"> ● What type of economy do we have? ● What role do businesses play? ● How do people make economic decisions? ● How do supply and demand influence prices? ● What are some of the effects of globalization in today's world?
Summative Assessments: (Assessment at the end the learning period)	Vocabulary and Unit tests Written responses
Formative Assessments: (Ongoing assessments during the learning period)	<ul style="list-style-type: none"> ● Vocabulary and text comprehension questions ● Lesson Observations ● Class Discussions and participation ● Lesson review and notes ● Skills practice ● Graphic organizers ● Written journal responses
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TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.1.4.A.2	Identify potential sources of income
9.1.4.A.3	Explain how income affects spending and take home pay
9.1.4.B.1	Differentiate between financial wants and needs
9.1.4.B.2	Identify age appropriate financial goals
9.1.4.B.3	Explain what a budget is, and why it is important
9.1.4.B.4	Identify common household expense categories and sources of income
9.1.4.B.5	Identify ways to earn and save
9.1.4.E.1	Determine factors that influence consumer decisions related to money

MINI UNIT 4A	
Title:	What is the economy?
Duration:	Approximately 3 weeks
Overview:	The economy exists to satisfy people's needs and wants.

Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Demonstrate an understanding of needs and wants.	6.1.4.C.2
Understand key vocabulary terms of producers, consumers, and products.	6.1.4.C.8
Define how inflation affects prices.	6.1.4.C.4
Define profits and losses.	
Understand that individuals and families make economic decisions daily.	6.1.4.C.1
Explain the role of banks and savings in the lives of individuals, communities, and businesses.	6.1.4.C.10
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Describe the conditions that make our nation's economy a free market economy.	6.1.4.C.6
Understand and demonstrate how business provide goods and services to the public to make a profit.	6.1.4.C.7
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Explain why entrepreneurs are willing to take risks to start a new business.	6.1.4.C.13
Identify the forces of supply and demand.	6.1.4.C.4
Demonstrate an understanding of opportunity cost,	6.1.4.C.1

and how it shapes economic choices.	
Understand the connection between work, income, skills, and family lives.	6.1.4.C.10 6.1.4.C.11
Resources Mini Unit 4A:	Textbooks, maps and atlases, globes, internet, various articles

MINI UNIT 4B	
Title:	A Global Economy
Duration:	Approximately 3 weeks
Overview:	Technology and innovation have led to global trade.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Define key terms globalization and interdependence.	6.1.4.C.8
Understand the difference between imports and exports.	6.1.4.C.8
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards

<p>Demonstrate how technology has led to an increase in global trade.</p>	<p>6.1.4.C.16</p>
<p>Demonstrate an understanding of specialization and how it can lead to higher quality and productivity.</p>	<p>6.1.4.C.5</p>
<p>Essential Outcomes - Upon completion of this course students will understand (conceptual):</p>	<p>Alignment to Standards</p>
<p>Describe the effects of globalization in today's world.</p>	<p>6.1.4.C.9</p>
<p>Resources Mini Unit 4B:</p>	<p>Textbooks, maps and atlases, globes, internet, various articles</p>

UMBRELLA UNIT 5	
Title:	The Northeast Region
Duration:	Approximately 6 weeks
Essential Questions:	<ul style="list-style-type: none"> ● How does where we live affect who we are? ● What unique landforms are part of the Northeast? ● What role did the Northeast play in the founding of the United States? ● How has immigration shaped the culture of the Northeast?
Summative Assessments: (Assessment at the end the learning period)	Vocabulary and Unit tests Written responses
Formative Assessments: (Ongoing assessments during the learning period)	<ul style="list-style-type: none"> ● Vocabulary and text comprehension questions ● Lesson Observations ● Class Discussions and participation ● Lesson review and notes ● Skills practice ● Graphic organizers ● Written journal responses
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TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.2.4.A.2	Identify various life roles and civic and work related activities in the school, home, and community.

MINI UNIT 5A	
Title:	The Land and Resources of the Northeast
Duration:	Approximately 2 weeks
Overview:	The Northeast region is home to many varied landforms and natural features.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Identify the physical characteristics of the Northeast region.	6.1.4.B.4
Locate and describe bodies of water in the Northeast.	6.1.4.B.4
Identify the natural resources in the region.	6.1.4.B.8

Essential Outcomes - Upon completion of this course students will be able to (procedural):		Alignment to Standards
Describe the differences between coastal and mountain areas of the region.		6.1.4.B.4
Describe the importance of the water resources and coastline in the region (tourism).		6.1.4.B.8
Essential Outcomes - Upon completion of this course students will understand (conceptual):		Alignment to Standards
Interpret a physical map of the Northeast.		6.1.4.B.4
Interpret a map of natural resources in the Northeast.		6.1.4.B.8
Describe the tourism industry in the Northeast.		6.1.4.B.10
Resources Mini Unit 5A:	Textbooks, maps and atlases, globes, internet, various articles	

MINI UNIT 5B	
Title:	Birthplace of a Nation
Duration:	Approximately 2 weeks
Overview:	Many of the events that led to the formation of the United States took place in the Northeast.

Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Use a map to identify the locations where Native Americans (Lenni Lenape) lived	6.1.4.D.1
Identify key vocabulary terms used in Native Lenape culture.	6.1.4.D.13
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Summarize the importance of NJ and the Northeast in the American Revolution	6.1.4.D.8 6.1.4.D.12
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Analyze how African Americans and women struggled to gain equal rights in the new nation.	6.1.4.D.15
Review the Northeast's contributions to the founding of the US including the Revolution and the Declaration of Independence.	6.1.4.D.8
Resources Mini Unit 5B:	Textbooks, maps and atlases, globes, internet, various articles

MINI UNIT 5C	
Title:	Growth and Change in the Northeast
Duration:	Approximately 2 weeks
Overview:	Immigration and growing industries have brought change to NJ and the Northeast.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Use a map to identify the waves of immigration to the Northeast.	6.1.4.D.15
Identify the symbols of Ellis Island and the Statue of Liberty as beacons of hope.	6.1.4.A.13 6.1.4.D.17
Interpret a population density map of the Northeast.	6.1.4.D.1
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Identify the characteristics of the Northeast that led to new inventions and industrial development.	6.1.4.C.12
Use a timeline to sequence key inventions from the Northeast.	6.1.4.C.12
Identify the features of major urban centers of the Northeast that make the region unique.	6.1.4.C.14
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards

<p>Summarize the reasons many immigrants still come to the United States.</p>	<p>6.1.4.A.13</p>
<p>Determine the causes and effects of the major labor reform movements in the Northeast.</p>	<p>6.1.4.A.9</p>
<p>Describe examples of revitalization in the Northeast and the reasons cities have changed over time.</p>	<p>6.1.4.A.15</p>
<p>Resources Mini Unit 5C:</p>	<p>Textbooks, maps and atlases, globes, internet, various articles</p>

UMBRELLA UNIT 5	
Title:	Nonfiction Studies
Duration:	Will be taught as mini-units throughout the school year.
Essential Questions:	<ul style="list-style-type: none"> ● What events are happening in the world around us? ● Who are important citizens of the United States, and what contributions have they made?
Summative Assessments: (Assessment at the end the learning period)	Summaries and presentations Written responses
Formative Assessments: (Ongoing assessments during the learning period)	<ul style="list-style-type: none"> ● Vocabulary and text comprehension questions ● Lesson Observations ● Class Discussions and participation ● Lesson review and notes ● Skills practice ● Graphic organizers ● Written journal responses
Differentiation :	Student work can be differentiated for students of any working level. Students are encouraged to complete graphic organizers and independent research on our social studies areas that are of interest to them. We can also modify work, provide class notes, help highlight and identify key information. Students can review and complete study guides for each unit and can use texts and notebooks if needed for assessments.
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

MINI UNIT 5A	
Title:	Current Events
Duration:	
Overview:	Students will participate in Current Event research, reporting, and presentations to the class.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Research current events	6.1.4.D.19 6.1.4.D.20 6.1.4.A.15

	6.1.4.A.16
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Research and interpret data related to articles on a topic the student has chosen	6.1.4.D.19 6.1.4.D.20 6.1.4.A.15 6.1.4.A.16
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Oral presentations of key details and summaries related to current events.	6.1.4.D.19 6.1.4.D.20 6.1.4.A.15 6.1.4.A.16
Resources Mini Unit 5A:	Textbooks, maps and atlases, globes, internet, various articles

MINI UNIT 5B	
Title:	Biographies
Duration:	
Overview:	Students will learn about important Americans, and their contributions. Students will research, summarize, and present the information to their classmates.

Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Biographical research	6.1.4.D.19 6.1.4.D.20 6.1.4.A.15 6.1.4.A.16
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Research and interpret data related to articles on a biography the student has chosen	6.1.4.D.19 6.1.4.D.20 6.1.4.A.15 6.1.4.A.16
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Oral presentations of key details and summaries related to biographies	6.1.4.D.19 6.1.4.D.20 6.1.4.A.15 6.1.4.A.16
Resources Mini Unit 5B:	Textbooks, maps and atlases, globes, internet, various articles http://www.drumthwacket.org/education/nj-inventors

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