

FREEHOLD BOROUGH SCHOOL DISTRICT
280 Park Avenue
Freehold, NJ 07728
Monmouth County

Office of Curriculum & Instruction



Course Title: Social Studies

Grade: 4

Board of Education Adoption Date: November 10, 2014
Document F #4

Freehold Borough Board of Education

Mrs. Annette Jordan, President Dr. Michael Lichardi, Vice President
 Mr. Paul Ceppi
 Mrs. Susan Greitz
 Mr. James Keelan
Mrs. Maureen MacCutcheon
 Mr. Bruce Patrick
 Mrs. Margaret Rogers
 Mrs. Michele Tennant

District Administration

 Rocco Tomazic, Ed. D., Superintendent
 James Strimple, Interim School Business Administrator
 Cheryl Young, Director of Curriculum & Instruction
 Jennifer O'Shea, Director of Special Programs
 Jennifer Donnelly, Supervisor of Assessment & Technology
Cecilia Zimmer, Supervisor of Instruction – ESL, Bilingual & World Languages
 Ronnie Dougherty, Principal – Freehold Intermediate School
 John Brovak, Assistant Principal – Freehold Intermediate School
 Patrick Mulhern, Principal – Park Avenue Elementary School
 Will Smith, Principal – Freehold Learning Center

Freehold Borough School District

District Mission

We will inspire the creativity and imagination of all students and empower them as knowledgeable, skillful, and confident learners who flourish and contribute willingly in a changing world.

Core Beliefs

We believe that:

- All people have inherent worth.
- Life-long learning is basic to the survival and advancement of society.
- The primary influence on the individual's development is the family in all its forms.
- Valuing diversity is essential to individual growth and the advancement of society.
- All individuals have strengths and human potential has no known limits.
- Democracy thrives when individuals accept responsibility for their choices.
- Being trustworthy builds trust.
- Creativity and imagination are essential for society to flourish.
- A safe environment is essential for the well-being of the individual and for society to flourish

Freehold Borough School District

Philosophy

The philosophy for our curriculum is developed with a democratic system of beliefs and values. Believing that our students deserve the best education, our curriculum is aligned to the most current New Jersey Core Curriculum Content Standards and current statewide assessments. Our scope and sequence is vertically and horizontally aligned. The progression of objectives embraces decades of rigorous research, conducted both independently and at the university level, and acknowledges that children develop differently and that learning experiences and strategies for performance are differentiated. Our borough is a diverse community, rich in tradition and spirit. Knowledge is a fusion balancing authentic experience and content, which language arts literacy skills are integrated with other content areas. Our curriculum contains common expectations that are rigorous and student centered, and teachers, who are most proximal to the children, will use this document as an instrument to ensure student success.

To ensure that our children are successful and receive the best education, this curriculum document, our staff will continuously collaborate on this living document. We will develop purposeful and effective formative and summative assessments which measure growth of our curriculum and inform our instruction. Finally, we will continuously seek to grow professionally through professional development, which is aligned to statewide regulations, but specifically geared to benefit our curriculum, school, and children.

General Curriculum & Instruction Objectives

- Teachers will employ lessons that are aligned to our curriculum and framed utilizing current research-based methods and techniques that focus on student achievement
- Our lessons will be structured according to statewide and district standards and our teachers will have flexibility to ensure that lessons meet the needs of all learners
- Units and lessons will be differentiated
- Curriculum is be student focused on success and balances developmental theory and psychometric standards
- Democratically developed benchmarks and assessments will be utilized to gauge student and curricular growth. Assessment will be multidimensional and developed according to student need.

Freehold Borough School District
Social Studies – Grade 4

Pacing Guide (Scope & Sequence – M43, M44)

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Chapters 1-4	Chapters 5 and 6	Chapters 7 and 8	Chapters 9-12
Chapter 1: Explore New Jersey *Lesson 1 *Lesson 2 Chapter 1 Assessment	Chapter 5: The Road to War *Lesson 1 *Lesson 2 *Lesson 3 Chapter 5 Assessment	Chapter 7: Building a Nation *Lesson 1 *Lesson 2 Chapter 7 Assessment	Chapter 9: Changing Life in New Jersey *Lesson 1 *Lesson 2 Chapter 9 Assessment
Chapter 2: The Natural Regions of New Jersey *Lesson 1 *Lesson 2 *Lesson 3 Chapter 2 Assessment	Chapter 6: The Founding of a New Nation *Lesson 1 *Lesson 2 Chapter 6 Assessment	Chapter 8: The Civil War *Lesson 1 *Lesson 2 *Lesson 3 Chapter 8 Assessment	Chapter 10: Changing Times, Changing Faces *Lesson 1 *Lesson 2 Chapter 10 Assessment
Chapter 3: A Land and Its People *Lesson 1 *Lesson 2 Chapter 3 Assessment			Chapter 11: New Jersey's Economy *Lesson 1 *Lesson 2 Chapter 11 Assessment
Chapter 4: Europeans in New Jersey *Lesson 1 *Lesson 2 *Lesson 3 Chapter 4 Assessment			Chapter 12: New Jersey Today *Lesson 1 *Lesson 2 Chapter 12 Assessment

**Freehold Borough School District
Social Studies – Grade 4**

Content Guide

SUBJECT: Social Studies Grade <u>4</u>	Unit Title: <u>__Geography and the First New Jerseyans_ (Chapters 1-4)</u>	Suggested Timeline <u>_MP 1 (10 weeks)_</u>	Suggested Duration <u>_TBA_</u> days
---	--	--	---

Big Ideas

- How New Jersey’s features seem special and how they enrich life in the community. (Unit 1)
- Why is it important to study the early people of New Jersey? (Unit 2)

Standards:

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Student Learning Objectives	Standards Addressed	Suggested Student Experiences	Suggested Resources / Materials
<p>SWBAT identify the main features that help attract people to New Jersey.</p> <p>SWBAT describe the basic components of Earth’s physical systems, including landforms, the water cycle, weather and climate.</p> <p>SWBAT analyze a legend from a New Jersey map.</p> <p>SWBAT describe the experiences of the Delaware and European settlers in New Jersey.</p> <p>SWBAT interpret historical events from different perspectives.</p>	<p><u>_6.1.4.B.2, 6.1.4.B.6, 6.1.4.B.7, 6.1.4.D.1, 6.1.4.D.2__</u></p>	<p><u>Activities</u></p> <ol style="list-style-type: none"> 1. Draw a New Jersey landscape. 2. Create a storyboard for a region in this unit. 3. <u>_Make a documentary about an Early European settler or Native American._</u> <p><u>Interdisciplinary Connections</u></p> <p><u>_See page 1F in the Scott Foresman S.S Teacher Edition.</u></p> <p><u>_ See page 55F in the Scott Foresman S.S Teacher Edition._</u></p> <p><u>Assessments</u></p> <p><u>_ See page 1E in the Scott Foresman S.S Teacher Edition.</u></p> <p><u>See page 55E in the Scott Foresman S.S Teacher Edition._</u></p>	<ol style="list-style-type: none"> 1. <u>Scott Foresman New Jersey Studies</u> 2. <u>Workbook pages 1-20</u> 3. <u>Guided Readers</u> 4. <u>Outline Maps</u> 5. <u>Student Atlas</u>

SUBJECT: Social Studies Grade <u>4</u>	Unit Title: <u>_A New Nation __ (Chapters 5 and 6) Unit 3</u>	Suggested Timeline <u>_MP 2 (10 weeks)_</u>	Suggested Duration <u>_TBA_</u> days
---	---	--	---

Big Ideas

- What does independence mean to you?

Freehold Borough School District Social Studies – Grade 4

<p>Standards</p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>			
<p>Student Learning Objectives</p> <p>__SWBAT identify the contributions of significant individuals during the Revolutionary period.</p> <p>SWBAT analyze the varying viewpoints of colonial Loyalists and Patriots.</p> <p>SWBAT describe the virtues and benefits of a democracy._</p>	<p>Standards Addressed</p> <p>__6.1.4.A.1, 6.1.4.A.2, 6.1.4.A.3, 6.3.4.D.1_</p>	<p>Suggested Student Experiences</p> <p><u>Activities</u></p> <ol style="list-style-type: none"> 1. Draw a historical timeline. 2. Research battles in New Jersey. 3. Create a news report on the developments of the Revolution. _ <p><u>Interdisciplinary Connections</u></p> <p>See page 107 F in the Scott Foresman S.S Teacher Edition.</p> <p>_____</p> <p><u>Assessments</u></p> <p>See page 107 F in the Scott Foresman S.S Teacher Edition.____</p>	<p>Suggested Resources / Materials</p> <ol style="list-style-type: none"> 1. <u>Scott Foresman New Jersey Studies</u> 2. <u>Workbook pages 28-34</u> 3. <u>Guided Readers</u>

SUBJECT: Social Studies Grade _4__	Unit Title: _Building a Nation (Chapters 7 and 8) Unit 4__	Suggested Timeline __MP 3 (10 weeks)_	Suggested Duration _TBA__ days
---------------------------------------	--	--	-----------------------------------

<p>Big Ideas</p> <p>➤ How does a country grow and develop?</p>

<p>Standards</p> <p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>			
---	--	--	--

<p>Student Learning Objectives</p> <p>__SWBAT identify the</p>	<p>Standards Addressed</p> <p>6.1.4.A.11, 6.1.4.C.14,</p>	<p>Suggested Student Experiences</p> <p><u>Activities</u></p>	<p>Suggested Resources / Materials</p> <ol style="list-style-type: none"> 1. <u>Scott Foresman New Jersey Studies</u>
---	--	--	---

Freehold Borough School District Social Studies – Grade 4

<p>contributions of significant individuals in New Jersey before and during the Civil War. SWBAT describe the major inventions and discoveries in technology in the 1800’s. SWBAT explain how products, businesses, and services contribute to the economy of NJ. SWBAT describe the struggle of different groups to obtain liberty and equality. _</p>	<p>6.1.4.C.15, 6.1.4.C.16, 6.1.4.C.17, 6.1.4.C.18, 6.1.4.D.4, 6.1.4.D.9, 6.1.4.D.16, ___</p>	<p>_1. Assemble a “Years in Review” poster. 2. Interview historical figures.___ <u>Interdisciplinary Connections</u> _ See page 159 F in the Scott Foresman S.S Teacher Edition ___ <u>Assessments</u> See page 159 E in the Scott Foresman S.S Teacher Edition ___</p>	<p>2. <u>Workbook pages 41-53</u> 3. <u>Guided Readers</u></p>
---	--	---	--

SUBJECT: Social Studies Grade _4__	Unit Title: New Century, New Challenges: Modern New Jersey(Chapters 9-12, Unit 5 and 6)	Suggested Timeline _MP 4 (10 weeks)___	Suggested Duration __TBA_ days
---------------------------------------	---	---	-----------------------------------

Big Ideas

- How do inventions change the way we live?
- What is important in the lives of New Jersey citizens?

Standards

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Student Learning Objectives	Standards Addressed	Suggested Student Experiences	Suggested Resources / Materials
<p>SWBAT identify the impact of inventions on a daily life. SWBAT explain the role of innovation in an economic system. SWBAT understand the reasons that various groups immigrated to the U.S. SWBAT analyze hoe large groups of people move within the U.S.</p>	<p>6.1.4.A.13, 6.1.4.A.14,_6.1.4.C.3, 6.1.4.C.4, 6.1.4.C.6, 6.1.4.C.7, 6.1.4.C.12, 6.1.4.D.3, 6.3.4.A1, 6.3.4.A.2, 6.3.4.A3, 6.3.4.A4__</p>	<p><u>Activities</u></p> <ol style="list-style-type: none"> 1. Create a timeline 2. Read and write a biography on a historical figure.___ <u>Interdisciplinary Connections</u> See pages _211f and 263f in the Scott Foresman S.S Teacher Edition ____ <u>Assessments</u> 	<ol style="list-style-type: none"> 1. <u>Scott Foresman New Jersey Studies</u> 2. <u>Workbook pages 54-71</u> 3. <u>Guided Readers</u>

**Freehold Borough School District
Social Studies – Grade 4**

<p>SWBAT describe the requirements of U.S. citizenship.</p> <p>SWBAT understand the role of goods and services in an economy.</p> <p>SWBAT describe the development of transportation and communication networks in New Jersey._</p>		<p>See pages_211e and 263e_ in the Scott Foresman S.S Teacher Edition_</p>	
--	--	--	--

Appendix

Fourth Grade – Social Studies

In this curriculum document, the 21st Century Themes and Skills are integrated in the following units:

Unit 1

In this unit plan, the following 21st Century themes and skills are addressed:			
Check ALL that apply – 21st Century Themes		Indicate whether these skills are:	
		<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Standard 9.1 21st Century Life Skills	
X	Global Awareness	E	Creativity and Innovation
	Financial Literacy	T	Critical Thinking and Problem Solving
	Health Literacy	A	Communication (Interpersonal and Media Fluency)
X	Civic Literacy	E	Collaboration and Teamwork
	Career Awareness/Exploration	A	Accountability, Productivity and Ethics

Unit 2

In this unit plan, the following 21st Century themes and skills are addressed:			
Check ALL that apply – 21st Century Themes		Indicate whether these skills are:	
		<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Standard 9.1 21st Century Life Skills	
X	Global Awareness	T	Creativity and Innovation
X	Financial Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	A	Communication (Interpersonal and Media Fluency)
X	Civic Literacy	E	Collaboration and Teamwork
	Career Awareness/Exploration	T	Accountability, Productivity and Ethics

Unit 3

In this unit plan, the following 21st Century themes and skills are addressed:			
Check ALL that apply – 21st Century Themes		Indicate whether these skills are:	
			<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Standard 9.1 21st Century Life Skills
X	Global Awareness	E	Creativity and Innovation
	Financial Literacy	T	Critical Thinking and Problem Solving
	Health Literacy	A	Communication (Interpersonal and Media Fluency)
X	Civic Literacy	E	Collaboration and Teamwork
	Career Awareness/Exploration	A	Accountability, Productivity and Ethics

Unit 4

In this unit plan, the following 21st Century themes and skills are addressed:			
Check ALL that apply – 21st Century Themes		Indicate whether these skills are:	
			<ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Standard 9.1 21st Century Life Skills
X	Global Awareness	E	Creativity and Innovation
X	Financial Literacy	T	Critical Thinking and Problem Solving
	Health Literacy	A	Communication (Interpersonal and Media Fluency)
X	Civic Literacy	E	Collaboration and Teamwork
	Career Awareness/Exploration	T	Accountability, Productivity and Ethics