

## Sparta Township School District

### Unit Overview

**Content Area:** Social Studies

**Unit Title:** Geography, People and the Environment

**Unit:** Regions – Unit 1

**Target Course/Grade Level:** 4

**Timeline:** 1<sup>st</sup> Marking Period

**Unit Summary:**

This unit allows students to explore aspects of New Jersey, including the geography, climate, natural resources, important people, and cities of the state. Students will determine how the natural resources, geography, and climate affect people in New Jersey. Students will explore how NJ differs from other regions in the United States. They will also investigate other geographical regions across the United States.

**Primary interdisciplinary connections:** Math, Writing and Reading

**21<sup>st</sup> century themes and skills:**

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

Information, Media and Technology Skills: Information Literacy

Life and Career Skills: Flexibility and Adaptability, Initiative and Self-direction, Social and Cross-cultural Skills, Productivity and Accountability, Leadership and Responsibility

**Unit Rationale:** This unit will allow students to explore the relative location of NJ, and the resources and activities that are available in New Jersey and the United States.

### Learning Targets

**Content Statements:**

Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.

Places are jointly characterized by their physical and human properties.

Regions form and change as a result of unique physical/ecological conditions, economies and cultures.

Patterns of settlement across Earth's surface differ markedly from region to region, place to place and time to time.

Advancements in science and technology can have unintended consequences that impact individuals and/or societies.

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| Urban areas, worldwide, share common physical characteristics but may also have cultural differences.  |  |
| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>   |
| 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.6  | Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.   |
| 6.1.4.B.7  | Explain why some locations in New Jersey and the United States are more suited for settlement than others.   |
| 6.1.4.B.9  | Relate advances in science and technology to environmental concerns and to actions taken to address them.  |
| 6.1.4.B.10   | Identify the major cities in 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 cultural differences.  |
| 6.1.4.C.12   | Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.  |
| 6.1.4.C.13   | Determine the qualities of entrepreneurs in a capitalistic society.  |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Why are locations divided into regions?</li> <li>• Why are there boundaries?</li> <li>• How do we measure things?</li> <li>• How are people impacted by where they live?</li> </ul>   | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Maps are useful tools that help us find places of interest. They can help us to get from one place to another. There are different types of maps to help us find out important information.</li> <li>• People are impacted by where they live.</li> <li>• NJ is different from other parts of the world.</li> </ul> |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ol style="list-style-type: none"> <li>1. Identify the major cities of the United States and the world.</li> <li>2. Identify the major countries, continents, bodies of water, and mountain ranges of the world.</li> <li>3. Locate time zones, latitude, longitude, and the global grid.</li> <li>4. Discuss factors involved in the development of cities (transportation, food , marketplace, religion, military protection).</li> </ol> |  |

5. Identify the distribution and characteristics of different populations for different regions of the United States.
6. Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather and climate and discuss their impact on human development.
7. Explain the nature, characteristics, and distribution of renewable and non-renewable resources.

**Content Focus Questions**

What is a region?

How does a region impact on the resources found in that area?

Are people impacted by where they live?

**Sample Activities:**

Map and globe learning activities

**Teacher Instructional Resources:** Brainpop learning activities

**Evidence of Learning**

**Formative Assessments:**

- New Jersey Adventures in Time and Place: p. 26-46—Regions of US
- Map Essentials: p. 8-10
- New Jersey Adventures in Time and Place: p. 34-39—Regions of NJ
- New Jersey Adventure in Time and Place: p. 42-46—Our State's Resources
- 1. New Jersey Adventure in Time and Place: p. 82-85—Geography Skills—workbook page
  - Use NJ maps and USA maps to guide class discussion about map topics
  - Journal entries
  - Graphic organizers
  - Projects/Presentations
  - Exit Tickets
  - Teacher Conference/Peer Conference
  - Whole/Small group discussion
  - Writing Responses
  - Quizzes
  - Summaries

**Summative Assessment:**

District Summative Assessment

**Integration of Technology:** SmartBoard, Netbooks, e-books

**Technology Resources:**

United Streaming, Discovery Education, Brainpop, [www.eduplace.com/SS/maps](http://www.eduplace.com/SS/maps)

**Materials / Equipment Needed:**

Maps and Globes

**Opportunities for Differentiation:**

Independent reading

VAKT modeling

Graphic Organizers

Selective Grouping

Variety of questioning/discussion techniques

**Teacher Notes:**

Large NJ maps, blank USA maps will be necessary.

**Sparta Township School District**

**Unit Overview**

**Content Area:** Social Studies

**Unit Title:** History, Culture and Perspectives

**Unit:** Immigration – Unit 2

**Target Course/Grade Level:** 4

**Timeline:** 2<sup>nd</sup> Marking Period

**Unit Summary:** Through this unit, students will gain awareness that our nation is historically comprised of immigrant people from all over the world who came here seeking freedom and fortune.

**Primary interdisciplinary connections:** ELA & Global, Cultural and Diversity Awareness

**21<sup>st</sup> century themes and skills:**

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

Information, Media and Technology Skills: Information Literacy

Life and Career Skills: Flexibility and Adaptability, Initiative and Self-direction, Social and Cross-cultural Skills, Productivity and Accountability, Leadership and Responsibility

**Unit Rationale:** Knowing the history of the American people will help students embrace the founding principles that our nation is built on: freedom and equality for all.

**Learning Targets**

**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.

**Content Statements:**

Immigrants can become American citizens and obtain the rights that citizenship affords

Immigrants come to New Jersey and the United States for various reasons. These peoples have a major impact on the state and the nation.

Key historical events, documents and individuals led to the development of our nation.

Prejudice and discrimination can be obstacles to understanding other cultures.

| <b>CPI #</b> | <b>Cumulative Progress Indicator (CPI)</b>                              |
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| 6.1.4.A.13   | Describe the process by which immigrants become United States citizens. |

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| 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.9  | Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.  |
| 6.1.4.D.16 | Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.   |

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| <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why is it important to learn about other cultures?</li> <li>• How does America’s heritage affect what America is all about?</li> <li>• How does immigration impact change in a community?</li> </ul> | <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Most Americans have ancestors from other countries contributing to the diversity of our country.</li> <li>• Our ancestors have shaped our family traditions as well as many national traditions.</li> </ul> |
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| <p><b>Unit Learning Targets</b><br/> <i>Students will ...</i></p> <ol style="list-style-type: none"> <li>2. Discuss experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.</li> <li>3. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.</li> <li>4. Describe situations in which people from diverse backgrounds work together to solve common problems.</li> <li>5. Explain why it is important to understand diverse peoples, ideas, and cultures.</li> <li>6. Explain that even within a culture, diversity may be affected by race, religion or class.</li> <li>7. Examine common and diverse traits of other cultures and compare to students’ own culture.</li> <li>8. Use Technology to learn about students and their families in other countries through classroom links, e-mail, Internet research.</li> </ol> |
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| <p><b>Content Focus Questions</b></p> <p>What is culture?</p> <p>Why would someone want to become an American citizen?</p> <p>How did immigration impact America’s growth as a nation?</p> <p>Why would someone want to leave his/her homeland to start a new life in an unknown place?</p> |
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**Sample Activities:**

- Brain Pop learning activities on citizenship and immigration

**Teacher Instructional Resources:**

*Immigrant Kids* by Russell Freedman

*Molly's Pilgrim* by Barbara Cohen

**Evidence of Learning****Formative Assessments:**

- Country report – Written portion of the “Ancestor Doll Project”
- *Molly's Pilgrim* Learning Activity Packet
- Student Passports
- Journal entries
- Graphic organizers
- Projects/Presentations
- Exit Tickets
- Teacher Conference/Peer Conference
- Whole/Small group discussion
- Writing Responses
- Quizzes
- Summaries

**Summative Assessment:**

District Summative Assessment

**Integration of Technology:** SmartBoard, Netbooks

**Technology Resources:**

United Streaming, Brainpop, Tumblebooks

Letters from America:

[http://www.jaha.org/edu/discovery\\_center/push-pull/letterstohome.html](http://www.jaha.org/edu/discovery_center/push-pull/letterstohome.html)

**Materials / Equipment Needed:**

**Opportunities for Differentiation:**

VAKT opportunities

**Teacher Notes:**

Class sets of *Molly's Pilgrim* necessary

Suggested Resource:

*If Your Name Was Changed At Ellis Island*

[Ellen Levine](#)

(Author), [Wayne Parmenter](#) (Illustrator)

*Immigrant Kids*

[Russell Freedman](#)

(Author)

## Sparta Township School District

### Unit Overview

**Content Area:** Social Studies

**Unit Title:** Civics, Government and Revolution

**Unit:** Government and Revolution – Unit 3

**Target Course/Grade Level:** 4

**Timeline:** 3<sup>rd</sup> marking period

**Unit Summary:**

Students will learn about the United States government on the federal, state and local levels. Students will also learn about key historical events and documents, and how individuals led to the development of our nation.

**Primary interdisciplinary connections:**

Character Education, Technology, Language Arts

**21<sup>st</sup> century themes and skills:**

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

Information, Media and Technology Skills: Information Literacy

Life and Career Skills: Flexibility and Adaptability, Initiative and Self-direction, Social and Cross-cultural Skills, Productivity and Accountability, Leadership and Responsibility

**Unit Rationale:**

This unit helps explain how the government helps unite the people in the 50 states. The students will see how local, state, and national governments help citizens live and work together peacefully.

### Learning Targets

**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.

**Content Statements:**

Immigrants come to New Jersey and the United States for various reasons, and have a major impact on the state and the nation.

The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.

There are different branches within the United States government, each with its own structure, leaders and processes and each designed to address specific issues and concerns.

Key historical events, documents and individuals led to the development of our nation.

| CPI #     | Cumulative Progress Indicator (CPI)  |
|-----------|--|
| 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.A.2 | Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e. freedom of expression, freedom of religion, the right to vote and the right to due process) contribute to the continuation and improvement of American democracy. |
| 6.1.4.A.4 | Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.   |

**Unit Essential Questions**

- Who has the power? The government or the people?
- What is a right? What are the rights and responsibilities we have as citizens of the US? School? Community? NJ?
- What is the purpose of the Constitution?
- How did groups struggle in America to attain liberty?

**Unit Enduring Understandings**

- The difference between power and authority.
- If it wasn’t for the Constitution, our country and its citizens wouldn’t have the rights we have. (i.e. equality, fairness, justice, separation of church and state.)
- Active citizens exercise their rights and responsibilities by participating in democratic processes.

**Unit Learning Targets**  
*Students will ...*  
 Identify major services provided by state and local government.  
  
 Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.

Describe how American values and beliefs such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the rights guaranteed by the Constitution and Bill of Rights, contribute to the continuation of American Democracy.

Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.

### **Content Focus Questions**

What is government?

What is democracy?

How can I participate in the democratic process?

### **Sample Activities:**

“Time for Kids”

Brain Pop videos—Constitution, Bill of Rights

### **Teacher Instructional Resources**

*New Jersey: Adventures in Time and Place* text

*Toliver’s Secret* by Esther Wood Brady

## **Evidence of Learning**

### **Formative Assessments:**

- *New Jersey: Adventure in Time and Place* -- Chapter 11 (p. 270-287).
- *Toliver’s Secret* Road Map activity
- Description of the historical contributions of George Washington, Thomas Jefferson and Benjamin Franklin.
- Journal entries
- Graphic organizers
- Projects/Presentations
- Exit Tickets
- Teacher Conference/Peer Conference
- Whole/Small group discussion
- Writing Responses
- Quizzes
- Summaries

### **Summative Assessment:**

District Summative Assessment

**Integration of Technology:** Smartboard, Computers, e-books

**Technology Resources:**

United Streaming

**Materials / Equipment Needed:**

*Toliver's Secret* --class set

**Opportunities for Differentiation:**

VAKT

**Teacher Notes:**

**Sparta Township School District**

| Unit Overview   |  |
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| <b>Content Area:</b> Social Studies   |  |
| <b>Unit Title:</b> Economics , Technology and American Values   | <b>Unit:</b> Economics – Unit 4  |
| <b>Target Course/Grade Level:</b> 4   | <b>Timeline:</b> Fourth Marking Period   |
| <p><b>Unit Summary:</b></p> <p>Through this unit, students will gain awareness that economic opportunities are related to the availability of resources and technology. Students will also learn how New Jersey is a part of a global economic system which is reflected in the international nature of the products we buy.</p>  |  |
| <p><b>Primary interdisciplinary connections:</b> Character Education/Health, Technology, Language Arts, Math</p> <p><b>21<sup>st</sup> century themes and skills:</b></p> <p>Learning and Innovation Skills: Creativity and Innovation, Critical Thinking and Problem-Solving, Communication and Collaboration</p> <p>Information, Media and Technology Skills: Information Literacy</p> <p>Life and Career Skills: Flexibility and Adaptability, Initiative and Self-direction, Social and Cross-cultural Skills, Productivity and Accountability, Leadership and Responsibility</p> |  |
| <p><b>Standards:</b></p> <p><b>6.1 U.S. History: America in the World</b> 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><b>Content Statements:</b></p> <p>Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p> <p>Creativity and innovation have led to improvements in lifestyle, access to information and the creation of new products.</p>   |  |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
| 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 have played in economic opportunities. |

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| 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.16 | Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods                 |
| 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. |

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| <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do we know if the United States is economically prosperous?</li> <li>• How do economic systems affect individuals, communities and nations?</li> <li>• How do we know if NJ is a part of a global economy?</li> </ul> | <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• New Jersey is rich in natural resources (rivers, water power, etc.)</li> <li>• 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.</li> <li>• Economic systems affect individuals, communities, and nations.</li> </ul> |
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| <p><b>Unit Learning Targets</b><br/> <i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• Understand how economic systems affect individuals, communities and nations.</li> <li>• Describe the population shift from the farm to the city in New Jersey.</li> <li>• Describe products and services that are developed, manufactured, and grown in New Jersey.</li> </ul> |
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| <p><b>Content Focus Questions</b></p> <ul style="list-style-type: none"> <li>• What is economics?</li> <li>• How can a good economy impact us?</li> </ul> |
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| <p><b>Sample Activities:</b></p> <ul style="list-style-type: none"> <li>• Brain Pop Learning Activities</li> <li>• Parent guest speakers if they have experience/background in owning a business, farm, etc.</li> <li>• Use of <i>Chocolate Farm</i> (GHGR teacher story) to generate discussion</li> </ul> |
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| <p><b>Teacher Instructional Resources</b><br/> <i>New Jersey: Adventures in Time and Place</i> -- Chapter 10 p. 250-267</p> |
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**Evidence of Learning**

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| <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Journal entries</li> <li>• Graphic organizers</li> <li>• Projects/Presentations</li> <li>• Exit Tickets</li> </ul> |
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- Teacher Conference/Peer Conference
- Whole/Small group discussion
- Writing Responses
- Quizzes
- Summaries

**Summative Assessment:**

District Summative Assessment

**Integration of Technology:** SmartBoard, Netbooks, e-book

**Technology Resources:**

United Streaming, Discovery Education, Brainpop, Tumblebooks

**Materials / Equipment Needed:**

**Opportunities for Differentiation:**

Independent reading  
VAKT modeling  
Graphic Organizers  
Selective Grouping  
Variety of questioning/discussion techniques

**Teacher Notes:**