



Charter School of Hamilton

SOCIAL STUDIES CURRICULUM GUIDE

4TH GRADE

**Developed by:
Debbie Pontoriero
Wendy Smith
Joseph Schick**

This curriculum may be modified through varying techniques, strategies and materials as per an individual student's Individualized Educational Plan (IEP).

**Approved by the Pace Charter School of Hamilton
Board of Education on September 13th, 2017**

Introduction

Mission Statement

Pace Charter School of Hamilton in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.

Vision Statement

The Pace Charter School of Hamilton's Board of Trustees commits itself to all children by preparing them to reach their full potential and to function in a global society through preeminent education.

Beliefs

1. All decisions are made on the premise that children must come first.
2. All school decisions are made to ensure that practices and policies are developed to be inclusive, sensitive, and meaningful to our diverse population.
3. We believe there is a sense of urgency about improving rigor and student achievement.
4. All members of our community are responsible for building capacity to reach excellence.

5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.
6. We believe that collaboration maximizes the potential for improved outcomes.
7. We act with integrity, respect, and honesty with recognition that the school serves as the social core of the community.
8. We believe that resources must be committed to address the population expansion in the community.
9. We believe that there are no disposable students in our community and every child means every child.

Board of Trustees Goals

1. Raise achievement for all students paying particular attention to disparities between subgroups.
2. Systematically collect, analyze, and evaluate data to inform all decisions.
3. Improve business efficiencies where possible to reduce overall operating costs.
4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.
5. Provide early interventions for all students who are at risk of not reaching their full potential.
6. To create a 21st Century Environment of Learning that promotes inspiration, motivation, exploration, and innovation.

Trimester 1 – Meeting of Two Old Worlds – Grade 4

Established Goals:

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.8 – Compare ways people choose to use and divide natural resources.

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 faced.

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.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.

6.4.1.D.11 – Determine how local and state communities have changed over time, and explain the reason for changes.

6.1.4.D.13 – Describe how culture is expressed through and influenced by the behavior of people.

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.

Objectives:

Students will understand that...

- People will leave their homelands and resettle elsewhere for many reasons.
- When groups settle in an area, they bring new ideas and ways of life.
- The arrival of new groups to an area can lead to conflicts.
- Areas of settlements and culture were changed by European colonization.
- Timelines help discover dates, people, places, and can organize information easily.
- Maps offer a visual representation of where people settled.

Students will know...

- Vocabulary: archaeologists, artifacts, surplus, legacy, voyage, colony
- Why Lenape settled near forests and rivers
- How to identify Lenape settlements on maps
- Resources that were used by Lenape
- Background information about the Lenape culture
- Lenape land was claimed by European explorers and threatened Lenape culture
- Geography routes taken from Europe
- Key items on a timeline during this time period

Essential Questions:

- How do people use resources in their environment to improve their lives?
- Identify what causes people to migrate to new lands.
- What conflicts arise with arrival of new groups of people?

- Why is viewing the Europeans as “explorers of new land” a misconception?
- Whose story are we exploring and is it the correct one?

Assessments: Students pretend they are an explorer or Native American living in the time period between the years 1450-1650, and want to share their perspective on ownership of land. Students also must share how tolerance and respect can be fostered between cultures. Student will research the topic and create a Powerpoint or skit. Students should be prepared to answer interview questions.

Summary of Key Learning Events and Instruction:

- Compare and contrast the trials and tribulations between European explorers and Native Americans.
- Assume the role of an explorer and Native American to understand the realities of life before and after the discovery of America.
- Write about the experience of discovery from viewpoint of an explorer on a voyage.
- Write about the day in the life of a Native American adult or child.
- Describe the reactions felt when the explorers landed on native American settlements, from the viewpoint of the explorers and the viewpoint of the Native Americans.
- Play the role of both a Native American and explorer in debates and interview to reach an understanding through expression of the emotions they went through when encountering new groups of people.

New Century, New Challenges: Colonial New Jersey and American Revolution

Established Goals:

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.8 – Compare ways people choose to use and divide natural resources.

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 faced.

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.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.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.

6.4.1.D.11 – Determine how local and state communities have changed over time, and explain the reason for changes.

6.1.4.D.13 – Describe how culture is expressed through and influenced by the behavior of people.

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.17 – Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

Understandings:

Students will understand that...

- Various groups of people left their homes in Europe to escape religious persecution.
- The geography and climate of each colonial region play a major role in the different colonial lifestyles.
- European control of colonies led to conflict and a fight for independence.
- Primary source documents are original and serve as an impartial voice of history.

Students will know...

- Vocabulary: persecution, proprietorship, tolerance, convert, conflict, repeal, revolt, abolitionist, parliament, boycott, delegate, militia, minutemen, patriot, loyalist, independence, committee, treason, enlist, retreat, mercenary, strategy.
- Why different groups settled in New Jersey
- Why conflict occurred as different groups moved to New Jersey
- Why some colonists supported colonies in the American Revolution, and others supported Great Britain
- Differences between colonialism and imperialism
- Free, wage labor co-existed with coercive forms of labor such as slavery and indentured servants
- Slavery served as the economic engine of the majority of colonies
- Reasons given in the Declaration of Independence for fighting Great Britain in the American Revolution
- The colonial experience through the eyes of the various people who contributed to it
- New Jersey's role in the American Revolution
- Why historical documents and symbols were important
- How battle were represented on maps

Essential Questions:

- What causes people to migrate to new lands?
- What different perspectives were held regarding claim to land?
- How were colonies controlled?
- Who supported the American Revolution and why? Who opposed it and why?
- How were the ideas of "Liberty and Freedom" different for White Americans compared to those of African Americans and Native Americans?

Assessments: Students will depict the events during the American Revolution, the reasons for going to war, and the multiple perspectives involved. This can be done through being a journalist or play-writer, where they will create a newspaper or play in order to show the different perspectives.

Building a Nation: Slavery to Civil Rights

Established Goals:

6.4.1.A.9 – Compare and contrast responses, past and present, to violations of rights.

6.1.4.D.3 – Evaluate the impact of immigration on America’s growth.

6.1.4.D.9 – Explain the impact of trans-Atlantic slavery on NJ, the nation and individuals.

6.1.4.A.3 – Determine how “fairness” and “equality” influenced change in US Government.

6.1.4.D.12 – Explain how historical characters contributed to the national heritage.

6.1.4.D.16 – Explain how prejudice can lead to conflict.

6.1.4.A.11 – Explain how individual rights and the common good depend on citizens exercising their civic responsibilities.

6.1.4.A.16 – Explore how leaders, businesses, and global organizations promote human rights and provide aid.

6.1.4.A.10 – Describe how Dr. Martin Luther King Jr., and other civil rights leaders caused social change and inspired activism in later generations.

Understandings:

Students will understand that...

- Slavery was an institution that began as a source of labor.
- There was a belief that the white race as superior and that the belief fed the longevity of slavery.
- The identification of the many injustices that the slaves endured leads to a better understanding of slavery.
- The movement to permanently end slavery forever changed history in the United States.

Students will know...

- Vocabulary: abolitionist, plantation, Underground Railroad, secede, union, Emancipation Proclamation, sharecropper, discrimination, segregation
- Reasons for the enslavement of Africans
- Conditions affecting slaves' personal and family lives
- How abolitionist groups developed
- Why slavery became more rooted in the South than in the North
- Why some Americans fought to end slavery during the Civil War and others fought to keep it
- How the Civil Rights movement sought to gain political equality for African Americans
- In 1964, Congress passed the Civil Rights Act to end discrimination
- Discrimination is not obsolete and it is our responsibility as social agents of change to overcome it

Essential Questions:

- What is equality? Why is it worth fighting for?

- How did the concept of race come about? How and why are people or groups of people in a society treated differently based on race?
- Why were African Americans more desirable as slaves than indentured servants or Native Americans?
- What tactics and strategies did the leaders of the abolitionist movement use to promote their cause?
- What types of support systems were in place for freed slaves in the United States?
- Why/how do discrimination, prejudice, and racism arise and how can they be eliminated to create a nation of equality and justice for all?
- How do slave narratives compare and contrast with other works written about slavery from a non-slavery perspective?

Assessments: 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 into the authorities.

Summary of Key Learning Events and Instruction

- Explain how the ideologies of inequality and superiority led to the institution of slavery in America's past.
- Describe the implications and residual effects of slavery on the United States today.
- Write about the choices freed slaves and white made on the Underground Railroad between risking their own freedom and their homes or obeying the law and turning former slaves into the authorities.

- Analyze the different points of view about the harsh conditions of American slavery, New Jersey's role in the Underground Railroad, fugitive slave laws, ethical decisions, and the inherent worth of human beings from the role of an American fighting to keep slavery and the role of an abolitionist.
- Reflect on how an individual's views about race are shaped by societal, cultural, and environmental factors.
- Reflect on the reality that discrimination is not obsolete and the inherent American responsibility to overcome it.

Building a Nation: Industry and Innovation

Established Goals:

6.1.4.C.12 – Evaluate the impact of ideas, interventions, and other contributions of prominent New Jerseyans.

6.1.4.C.13 – Determine the qualities of entrepreneurs.

6.1.4.C.16 – Explain how innovation resulted in scientific achievement and inventions.

6.1.4.C.18 – Explain how communication systems led to increased collaboration and the spread of ideas.

Understandings:

Students will understand that...

- New Jersey has played an important role in the technological innovations that have fostered economic change.
- 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.

Students will know...

- Vocabulary: manufactured, assembly line, entrepreneur, patent, monopoly, invention, innovation, technology
- Transcontinental railroad served as a vital link for trade and commerce
- The relationship between water power and manufacturing
- Importance of factories in the history of New Jersey
- Major inventors (women and men of different racial and ethnic backgrounds) in NJ history, their contributions to industry and the social and economic effects of their inventions
- Contributions of NJ pharmaceutical companies
- The role of oil and oil products in everyday life
- Relationship between inventions and the creation of economic opportunities for people in New Jersey

Essential Questions:

- How does economic growth provide opportunity?
- What drives the need for an invention or innovation?
- How to inventions and innovations affect society and the environment?
- Why are inventions and innovations important in the future?
- How does technological change influence people's lives? Society?
- What social, political, and economic opportunities and problems arise from changes in technology?

Assessments: Students should present the history of an innovative device, such as music players from Edison's phonograph to the iPod and MP3 players, and create an annotated timeline with graphics, with special references to the contributions of New Jersey. Students can also 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.

Summary of key Learning Events and Instruction

- Justify how changes in technology directly result in the transformation of industries.
- Represent the cause and effect relationship between technological innovation and economic change.
- Propose conclusions about the implications of innovation and technology on lifestyle and health care changes, access to information, and the creation of new products.
- Analyze the role of an entrepreneur and consider the qualities and character traits necessary to face the challenges and adversity that are part of the process of inventing and innovating.
- Be aware of methods, techniques, and tools to assist in the development of innovative spirit and creativity.

Building a Nation: Immigration and Reform

6.1.4.A.13 – Describe the process by which immigration become United States citizens.

6.1.4.A.14 – Describe how the world is divided into many nations that have their own government, languages, customs, and laws.

6.1.4.A.15 – Explain why it is important that people from diverse cultures collaborate to find solutions to challenges.

6.1.4.D.2 – Summarize reasons why groups immigrated to NJ and America; describe challenges they encountered.

6.1.4.D.14 – Trace how the American identity evolved over time.

6.1.4.D.18 – 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.

6.1.4.B.6 – Compare and contrast characteristics of US regions based on culture, economics, politics, and physical environment to understand the concept of regionalism.

6.1.4.A.3 – Determine how “fairness,” “equality,” and the “common good” have influenced change in the US government.

6.1.4.A.9 – Compare and contrast responses, past and present, to violations of rights.

Understandings:

Students will understand that...

- People move to new lands for many reasons.
- Many factors influence where immigrants will live in the new lands.
- Immigrants face challenges in their new surroundings.
- Conflicts can arise over immigration.
- Immigrants maintain old traditions and develop new ones.
- Immigrants make contributions to their new cultures.
- Immigration resulted in an American melting pot.
- Segregation and discrimination, prejudice, and racism existed in the past amongst immigration communities and still exist today.

Students will know...

- Vocabulary: immigrant, famine, citizen, tenements, sweatshops, reform, progressives, muckrakers, Prohibition, suffrage, Great Migration
- Reasons that immigrants came from Europe to the United States including poverty, hunger, and lack of freedom
- Groups immigrated voluntarily, and involuntarily to New Jersey and the United States
- How reformers helped improve people's lives in the late 1800's and early 1900's
- The work and projects of social reform
- Process by which immigrants become United States citizens in the past and present

- National and international leaders, businesses, and global organizations promote human rights and offer aid to individuals and nations in need

Essential Questions:

- How does economic growth provide opportunity?
- Why do people leave their homelands and move to new places?
- How do immigrants deal with the opportunities and challenges presented by their new country?
- How do immigrants contribute to a nation's identity?
- How does immigration create and change communities and ultimately the nation?
- Do people migrate today for the same reasons as in the past?
- Is America still a land of opportunity for immigrants?

Assessments: To make Americans aware of how immigrants who were processed at Ellis Island helped shape the nation's identity and contributed to the American way of life each student will assume two roles: an immigrant who has told his/her story and a talk show host asking probing questions. The "American Experience" talk show will focus its weekly show in the immigration experience from Ellis Island; immigrants who arrived at Ellis Island in the late 1800's and early 1900's for immigration processing will be interviewed. The television show will include commercials, which focus on contributions of immigrants.

Summary of Key Learning Events and Instruction

- Describe the reasons why immigrants move from their homeland into a new country.

- Make meaning of how immigrants balance their old traditions, develop new traditions, and make contributions to their new country.
- Make sense of and evaluate how the American identity had evolved over time.
- Reason that an individual's beliefs, values, and traditions may reflect multiple cultures.
- Compare and contrast immigrant viewpoints by analyzing historical quotes and poetry about the immigration process and assimilating into a new country.
- Assuming the role of an immigrant processing through Ellis Island, reach an understanding about the hardships, challenges and obstacles faced in new surroundings through the expression of the emotions felt during the immigration process.
- Reflect on the present implications faced by immigrants and deepen understanding about the types of support that can be given to promote equality.
- Recognize global organizations, which offer aid and relief to individuals and nations in need and gain awareness of the role Americans can play in promoting human rights and equality.

National and Regional Systems: Economics

Established Goals:

6.1.4.B.2 – Use maps to explain how location aids interdependence.

6.1.4.B.6 – Compare economics and environment of US regions.

6.1.4.C.1 – Apply opportunity cost to evaluate individuals' decisions.

6.1.4.C.3 – Explain why incentives vary between producers and consumers.

6.1.4.C.4 – Describe how supply and demand affect price and product output.

6.1.4.C.7 – Explain how the global market and government influences the availability of goods and services.

6.1.4.C.9 – Compare and contrast how resources affect people differently.

6.1.4.C.11 – Recognize the importance of setting long-term financial goals.

6.1.4.C.13 – Determine the qualities of entrepreneurs.

6.1.4.C.14 – Compare NJ regions in terms of economic opportunities.

6.1.4.C.17 – Determine technology’s role in change.

Understandings:

Students will understand that...

- Economics relate the interaction of money within society and thus shape the ideas, choices, and actions of people.
- People make decisions based on their needs, wants, and availability of resources within an economic system.
- New Jersey is rich in natural resources.
- 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’s population density and major cities provide economic, environmental, and human challenges for urban planners and state and local governments.
- New Jersey is part of a global economic system, which is reflected in the international nature of the products we buy.

Students will know...

- Vocabulary: producer, consumer, opportunity cost, supply, demand, scarcity, free market, capitalism
- The purpose of money
- Purpose of taxes
- Difference between needs and wants
- How something acquires value

- Renewable and non-renewable resources
- Price is a function of supply and demand
- Individual, state, and national long-term financial goals
- Availability of goods and services as influenced by the global market and government
- Present understanding of the basic economic freedoms and rights of citizens in a democracy
- How New Jersey's economy and government affect our daily lives and well-being

Essential Questions:

- How has the use of land and resources changed over time and what has the impact been on the environment?
- How do people in different places and times make decisions about how to utilize their resources?
- How can we balance the need for economic growth and the preservation of a healthy environment?
- How do scarcity and choice govern our economic decisions?
- How do consumers and producers interact with each other?
- Should the government regulate businesses and the economy?
- What goods and services should government provide?
- How can I use information from maps, globes, and other sources of information to understand the national and global economy in the past and make better decisions about the present?

Assessments: After discussing the concept of an entrepreneur, students think of a new product or service they would like to begin and formulate a business plan. In their plan, students analyze and reflect upon opportunity cost, needs vs. wants, value, the use of renewable and non-renewable resources in the

production process of their product/as part of their business model, supply, demand, and financial goals (both long-term and short-term).

Summary of Key Learning Events and Instruction

- Demonstrate the understanding that people make decisions based on their needs, wants, and the availability of resources within an economic system.
- Evaluate the function of money and make sense of how the price for a product or service is established.
- Propose a business plan to pitch a new product or service and analyze the economic projections in respect to supply, demand, opportunity cost, the use of renewable and non-renewable resources in production and how location aids business exposure and profit.
- Analyze how the geography of New Jersey and its natural resources facilitated its economic growth.
- Consider the factors, struggles faced, and recovery period of an economic recession and/or depression on Americans.
- Recognize the basic economic freedoms and rights of citizens in a democracy and the effect on the daily lives and well being of Americans.

National and Regional Systems: Government

Established Goals:

6.1.4.A.1 – Explain how laws protect rights, resolve conflicts, and promote the common good.

6.1.4.A.2 – Explain how guaranteed rights contribute to US democracy.

6.1.4.A.7 – Explain that the US is a representative democracy.

6.1.4.A.11 – Explain why citizens should exercise civic responsibilities.

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.17 – Explain how historical symbols affect the American identity.

6.3.4.D.1 – Identify actions that are unfair and propose solutions.

6.1.4.A.3 – Determine how the “common good” had influenced change at local and national levels.

6.1.4.A.4 – Explain how the Constitution defines and limits government power and organization.

6.1.4.A.5 – Distinguish the roles and responsibilities of the branches of the national government.

6.1.4.A.6 – Explain how national and state governments share powers.

6.1.4.A.8 – Compare and contrast how government functions at different levels.

6.1.4.A.12 – Explain the process of creating change at the local, state, and national level.

6.1.4.D.11 – Determine how local and state communities have changed over time, and the reasons for this change.

Understandings:

Students will understand that...

- Governments exist to provide order and services to a nation.
- People create governments to help control conflict and maintain order.
- Each government has its own unique power and structure.
- Forms of government can change over time.
- Conflict can change the way citizens act in a government.
- A written constitution sets forth the terms and limits of a government's power.
- A democracy is a form of government that represents the people, protects rights, and helps determine the common good.
- Different political systems vary in their tolerance and encourage of innovation and change.

Students will know...

- Vocabulary: democratic republic, rule of law, federal systems, municipality, executive branch, judicial branch, legislative branch, population density, diversity
- Fundamental rights guaranteed by the United States Constitution and the Bill of Rights
- Democracy is a form of government that represents the people, protects rights, and helps determine the common good
- Citizens have certain rights, but also certain responsibilities
- Local, state, and national governments work together in a federal system to improve citizens' lives
- Characteristics and major cities of the 4 regions of New Jersey
- 21 Counties of New Jersey (landforms, surrounding features, population, transportation, businesses, recreation, tourism, and traditions)

Essential Questions:

- Why do we have rules and laws?
- To what extent should society control individuals?
- How do governments balance the rights of individuals with the common good?
- What should be the goals and responsibilities of government?
- How are the United States and New Jersey Governments organized and how do they communicate?
- How does the Constitution protect individual rights and limit the power of the government?
- What is freedom and is everyone entitled to it?

Assessments: Students work in small groups to draw an image showing how federalism and separation of powers works. Student explain how federalism and separation of powers can help prevent abuse of authority, and how federalism or separation of powers can negatively impact the functioning of state and federal governments.

Summary of key Learning Events and Instruction

- Describe fundamental rights as guaranteed by the United States Constitution and the Bill of Rights.
- Express the process of creating change at the local, state, and national level.
- Deconstruct the Preamble to the United States Constitution as a process to analyze key phrases and to propagate the design of a class/school/district Constitution.
- Examine the role of the Constitution in preventing abuse of authority.
- Compare and contrast a democracy government with other forms of government.
- Recognize the civic responsibilities of citizens.