

**Big Idea: New Jersey's Land and Early People**

**UNIT 1**

Content Area: Social Studies		Grade: 4 <sup>th</sup>		Unit Time Frame: September 1st –Nov 6th			
Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/ CCRAS	Text	NJCCCS
Where is new Jersey?  What are new Jersey's Natural Resources?  What are climate changes?  Who were the Lenape?	Where New Jersey is located  Natural resources of new jersey  Natural regions of New Jersey  Climate and resources of New Jersey  The Lenape	Use latitude and longitude  Go to the Delaware water gap  Point of view  Read biographies  Citizenship  Have fun with social studies .	Climate Continent Erosion Natural resource Renewable Region Cultures vegetation	Ongoing formative assessment as well as summative assessment should take place.  Assessments may include:  -Collection and review of written work -Observations of small group discussion, independent or collaborative activities -Tests and quizzes -Construct and use tables, charts, graphs, maps -Teacher created activities -Teacher created observations -Anecdotal records -Class discussions -Student participation -Student notes -Craft project -Unit project	CCR.R.1 CCR.R.2 CCR.R.7 CCR.R.9 CCR.W.2 CCR.W.4 CCR.W.7 CCR.W.8 CCR.W.9 CCR.W.10 CCR.SL.1 CCR.SL.4 CCR.L.1 CCR.L.2 RI.4.2 RI.4.3 RI.4.4 RI.4.6 RI.4.7 L.4.3.a L.4.3.b L.4.4.a L.4.4.C L.4.1.f L.4.1.g L.4.2.a L.4.2.b L.4.2.c L.4.2.d SL.4.1.c SL.4.1.d SL.4.2 SL.4.5 W.4.7 W.4.8 W.4.10 RF.4.3 RF.4.4.a RF.4.4.C RI.4.1 RI.4.5 RI.4.9 RI.4.8 RL.4.1	Text book  Article: New Jersey's Land and People  Article: Rainbow Crow: A Lenape Tale	6.3.4.A.1 6.3. 4.D.1 6.1.4.B.1 6.1.4.B.4  6.1.4.D.3 6.1.4.B.4 6.1.4.D.2 6.1.4.A.1.  6.1.4.C.4 6.1.4.C.6 6.1.4.C.7 6.1.4.C.8 6.1.4.C.10 6.1.4.B.6 6.1.4.A.2 6.1.4.A.5

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**Big Idea: Exploration to early statehood Unit 2**

<i>Content Area:</i> Social Studies			<i>Grade:</i> 4 <sup>th</sup>			<i>Unit Time Frame: Nov 9th- Jan 22nd</i>	
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Text	Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/ CCRAS	NJCCCS
Text book		Europeans came to settle in New Jersey	Primary sources	Demand Supply Slavery Abolitionist Congress Revolution Constitution Legislature Amendment immigrant	Ongoing formative assessment as well as summative assessment should take place.  Assessments may include:	CCR.R.1 CCR.R.2 CCR.R.9 CCR.W.2 CCR.W.4 CCR.W.7 CCR.W.8 CCR.SL.1 CCR.SL.4 CCR.SL.5 CCR.L.1 CCR.L.2	<b>6.1.4.C.1</b> <b>6.1.4.B.1</b> <b>6.1.4.B.2</b> <b>6.1.4.B.4</b> <b>6.1.4.B.5</b> <b>6.1.4.B.6</b> <b>6.1.4.B.7</b> <b>6.1.4.B.8</b> <b>6.1.4.B.1</b> <b>0</b> <b>6.1.4.C.10</b>
Article: Exploration to Early Statehood	When did European's arrive?	The American Revolution influenced New Jersey	Reading biographies		-Collection and review of written work	L.4.3.a L.4.3.b	
Article: Crossing the Delaware	What was the New Jersey colony?  What was the American Revolution?  What is the constitution?  What were some new inventions?	The constitution was signed  There were many new inventions after the revolution	Points of view  Field trip to Princeton university  Chart and graph skills- reading a time line		-Observations of small group discussion, independent or collaborative activities -Tests and quizzes -Construct and use tables, charts, graphs, maps -Teacher created activities -Teacher created observations -Anecdotal records -Class discussions	L.4.4.a L.4.4.C L.4.1.f L.4.1.g L.4.2.a L.4.2.b L.4.2.c L.4.2.d SL.4.1.c SL.4.1.d SL.4.2 SL.4.5 W.4.7 W.4.8 W.4.10 RF.4.3 RF.4.4.a RF.4.4.C RI.4.1 RI.4.9 RI.4.8 RI.4.2 RI.4.3	

					-Student participation -Student notes -Craft project -Unit project	RI.4.4 RI.4.6 RI.4.7 RL.4.1 RL.4.4	
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**Big Idea: Exploration to early statehood Unit 3**

<i>Content Area:</i> Social Studies			<i>Grade:</i> 4 <sup>th</sup>			<i>Unit Time Frame:</i> Jan 25th - April 8th	
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Text	Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/ CCRAS	NJCCCS
Text book  Article: Progress as a state  Article: The Ballot Box Battle	How was New Jersey during the civil war?  How was New Jersey a growing state?  What were some challenging times that New Jersey faced?	New Jersey during the civil war  The growth of New Jersey and Thomas Edison  Challenging times in the new century	Critical thinking skills- tell fact from fiction  Biography: Thomas Edison  Field Trip- Ellis Island  Primary sources- suffrage memorabilia	Economy Depression Civil war Pollution Civil rights Secede Munitions Industry	Ongoing formative assessment as well as summative assessment should take place.  Assessments may include:  -Collection and review of written work -Observations of small group discussion, independent or collaborative activities -Tests and quizzes -Construct and use tables, charts, graphs, maps -Teacher created activities -Teacher created observations -Anecdotal records	CCR.R.1 CCR.R.2 CCR.R.9 CCR.W.2 CCR.W.4 CCR.W.7 CCR.W.8 CCR.SL.1 CCR.SL.4 CCR.SL.5 CCR.L.1 CCR.L.2  L.4.3.a L.4.3.b L.4.4.a L.4.4.C L.4.1.f L.4.1.g L.4.2.a L.4.2.b L.4.2.c L.4.2.d SL.4.1.c SL.4.1.d SL.4.2 SL.4.5 W.4.7 W.4.8 W.4.10 RF.4.3 RF.4.4.a RF.4.4.C RI.4.1 RI.4.9 RI.4.8 RI.4.2	<b>6.1.4.C.1</b> <b>6.1.4.B.1</b> <b>6.1.4.B.2</b> <b>6.1.4.B.4</b> <b>6.1.4.B.5</b> <b>6.1.4.B.6</b> <b>6.1.4.B.7</b> <b>6.1.4.B.8</b> <b>6.1.4.B.1</b> <b>0</b> <b>6.1.4.C.10</b>

					-Class discussions -Student participation -Student notes -Craft project -Unit project	RI.4.3 RI.4.4 RI.4.6 RI.4.7 RL.4.1 RL.4.4	
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**Big Idea: Exploration to early statehood Unit 4**

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<i>Content Area:</i> Social Studies			<i>Grade:</i> 4 <sup>th</sup>			<i>Unit Time Frame:</i> April 11th – June 17th	
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Text	Essential Questions	Content	Skills	Key Terms	Assessment	CCCS/CCRAS	NJCCCS
Text Book Article: New Jersey Today Article” In New Jersey Biography: New jersey’s cultural ambassadors	What is our national government? What is our state and local government? What is New Jersey’s economy like? Who are New Jersey’s people?	National government State and local government Economy of New Jersey People that live in New Jersey	Map and globe skills- read a time zone map Citizenship Field trip- NJ state House Citizenship- make an economic choice Biography- NJ’s cultural ambassadors	Producer Executive branch Traditional Municipal Bill Citizenship democracy	Ongoing formative assessment as well as summative assessment should take place.  Assessments may include:  -Collection and review of written work -Observations of small group discussion, independent or collaborative activities -Tests and quizzes -Construct and use tables, charts, graphs, maps -Teacher created activities -Teacher created observations	CCR.R.1 CCR.R.2 CCR.R.9 CCR.W.2 CCR.W.4 CCR.W.7 CCR.W.8 CCR.SL.1 CCR.SL.4 CCR.SL.5 CCR.L.1 CCR.L.2  L.4.3.a L.4.3.b L.4.4.a L.4.4.C L.4.1.f L.4.1.g L.4.2.a L.4.2.b L.4.2.c L.4.2.d SL.4.1.c SL.4.1.d SL.4.2 SL.4.5 W.4.7 W.4.8 W.4.10 RF.4.3 RF.4.4.a RF.4.4.C RI.4.1 RI.4.9	<b>6.1.4.C.1</b> <b>6.1.4.B.1</b> <b>6.1.4.B.2</b> <b>6.1.4.B.4</b> <b>6.1.4.B.5</b> <b>6.1.4.B.6</b> <b>6.1.4.B.7</b> <b>6.1.4.B.8</b> <b>6.1.4.B.1</b> <b>0</b> <b>6.1.4.C.10</b>

21<sup>st</sup> century skill multicultural GSIHF country

					-Anecdotal records -Class discussions -Student participation -Student notes -Craft project -Unit project	RI.4.8 RI.4.2 RI.4.3 RI.4.4 RI.4.6 RI.4.7 RL.4.1 RL.4.4	
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