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Cliffside Park Public Schools

GRADE: 4

Fourth Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: April/May

New Jersey

UNIT 5: New Century, New Challenges

Economics: NJ's Growth as an Independent State

- To identify inventions and contributions of prominent figures who lived in N.J

Unit 6: Economics: NJ's Economy

- To compare how communities changed in 20th & 21st centuries
- To understand the role of science and technology in transition from agricultural to industrial society
- To compare regions and determine how geography, climate, transportation, technology have played a role in economic opportunities

Resource: Scott Foresman Social Studies: *New Jersey* 2008

Duration: April/May

Essential Questions:

- What role did inventors and their inventions play in our state's economy?



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- How did New Jersey build its economy on manufacturing industries?
- How do inventions change the way we live?

Enduring Understandings:

- Inventions, such as those by Thomas Edison, became an important part of industrial growth in New Jersey.
- Oil, food production, and health care began to play an important role in the state's economy.
- Scientific inventors and improvements, including those of Thomas Edison, had a great impact on daily life.
- Scientific innovations have been important to New Jersey history.
- Immigration to the United States increased dramatically during the early 1900s.
- The nation faced many challenges as it experienced two world wars and the Great Depression.

New Jersey Student Learning Standards for Social Studies and ELA

Social Studies: 6.1.4.C 6.1.4.B.5, 6.1.4.B.6, 6.1.4.B.7, 6.1.4.B.8, 6.1.4.B.9, 6.1.4.B.10

ELA: Summarizing RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10

States & Capitals: 6.1.4.B.10

Map Skills: 6.1.4.B.1, 6.1.4.B.2, 6.1.4.B.3, 6.1.4.B.4

Current Events: 6.1.4.A.14, 6.1.4.A.15, 6.1.4.A.16

African American History: 6.1.4.A.10

Historical Figures: 6.1.4.C.12, 6.1.4.D.6

Technology: 8.1.5.A.3 8.1.5.A.5 8.1.2.B.1 8.1.P.C.1

Active Citizenship: 6.3.4.A.1, 6.3.4.A.2, 6.3.4.A.3, 6.3.4.A.4, 6.3.4.B.1, 6.3.4.C.1, 6.3.4.D.1

Interdisciplinary Connections

- Students will read excerpts from a reading on Thomas Edison and identify major influences in his lifetime.
 - NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.



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Technology:

- www.pearsonsuccessnet.com
- www.sfsocialstudies.com
- www.discoveryschool.com
- www.webquest.com
- www.enchantedlearning.com
- <http://mce.k12tn.net/> www.free.ed.gov
- www.nationalgeographic.com www.educationworld.com
- <http://njamistadcurriculum.com/>
- <http://www.state.nj.us/state/divisions/historical/>
- <http://www.state.nj.us/>
- <http://academickids.com>
- www.pearsonsuccessnet.com
- PowerPoint presentations
- SmartBoards
- video projects

Language Arts Literacy:

- Magic Tree House (Pope Osborne) books and DVDs
- Magic School Bus (Cole) books & DVDs
- Scott-Foresman Social Studies: New Jersey (Prentice-Hall, 2011)
- Macmillan-McGraw-Hill (2003) Reading text and Leveled Books
- Time for Kids Authentic Literature List (appendix)
- National Geographic for Kids

Leveled Readers:



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- *Going to School During the Great Depression (Blue Earth Books: Going to School in History)*, by Kerry A. Graves- Easy
- *The Great Migration: An American Story*, by Jacob Lawrence- Easy
- *Thomas Alva Edison (Groundbreakers)*, by Brian Williams- Easy
- *Eyewitness: World War II*, by Simon Adams- On-Level
- *Model T: How Henry Ford Built a Legend*, by David Weitzman- On-Level
- *Rosie the Riveter: Women Working on the Homefront in World War II*, by Penny Colman- On-Level
- *So What is Citizenship Anyway? (Student's Guide to American Civics)*, by Chelsea Luthringer- Challenge
- *Woodrow Wilson (United States Presidents)*, by Anne Schraff- Challenge

Library Science:

- Research: individuals and events in history

Art: Tell stories with pictures. Students can create scrapbooks of people and events from their own lives by displaying information in chronological order.

Tier 2 Vocabulary: compare, describe, identify, explain, compare and contrast, understand, demonstrate

Tier 3 Vocabulary: entrepreneur, patent, refine, trust, monopoly, condense, irrigation, assembly line, horticulturist, pharmaceutical, immigrant, tenement, sweatshop, suffrage, suffragist, Equal Rights Amendment, Great Migration, stock, depression, time zone, New Deal, Holocaust

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

Websites:

- www.webquest.com
- www.enchantedlearning.com
- <http://mce.k12tn.net/> www.free.ed.gov
- www.nationalgeographic.com www.educationworld.com
- <http://njamistadcurriculum.com/>



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- <http://www.state.nj.us/state/divisions/historical/>
- <http://www.state.nj.us/>
- <http://academickids.com>
- www.pearsonsuccessnet.com

Books:

- *Thomas Alva Edison* (Lawrie)

SmartBoard

21st Century Themes and Skills:

(CRP Standards)

12 Career Ready Practices follow the link below.

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.



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8.1 Educational Technology

<http://www.state.nj.us/education/techno/>

- 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.2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3** Use a graphic organizer to organize information about problem or issue.
- 8.1.5.A.4** Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data
- 8.1.5.A.5** Create and use a database to answer basic questions.
- 8.1.5.A.6** Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

8.2 Technology Education, Engineering, Design, and Computation

- 8.2.5.A.1** Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
- 8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system.
- 8.2.5.A.3** Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints
- 8.2.5.A.4** Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
- 8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies.



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Assessments and Performance Tasks:

Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit.

Activities:

- Observe Memorial Day
- Commemorate the sacrifices of those who fought and died for our country
- Trip: Thomas Edison National Historical Park, West Orange, NJ
- Invention Exhibition: Students create their own basic inventions for presentation and display (Science)
- Use geographical tools: political and physical maps and globes for directionality
- Find current events to compare community, state, national & global challenges and solutions
- Reports and/or projects on history figures

Assessments

- Reviews: Lesson, Chapter,
- Unit Observation
- Rubrics
- Hands-on Unit Projects
- Internet Activities
- Chapter Tests
- Write and Share



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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Gifted and Talented students will write a newspaper advertisement for one of the inventions that was born in New Jersey.</p> <p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>English Language Learners will research the life of Thomas Edison and create a Google Slide presentation on their findings.</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p>	<p>Students with IEPs/504s will research the life of Thomas Edison and create a Google Slide presentation on their findings.</p> <p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications</p>	<p>At-Risk Learners will research the life of Thomas Edison and create a Google Slide presentation on their findings.</p> <p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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	Collaboration between ELL and general education teacher to maximize learning	as determined by the IEP or 504 team. Differentiation through content, process, product, environment	
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Sources

New Jersey Department of Education: <http://www.state.nj.us/education/>

New Jersey Student Learning Standards: <http://www.state.nj.us/education/aps/cccs/ss/>

Pearson, MyWorld Social Studies: <https://www.successnetplus.com/>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Educational Technology: <http://www.state.nj.us/education/techno/>