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# Cliffside Park Public Schools

GRADE: 4

## Fourth Grade Curriculum

Cliffside Park Elementary Schools

August 2018

**Duration: December**

### **New Jersey**

#### **Unit 2: Native Americans and Europeans Settlers**

##### **History: Lenni Lenape Indians**

- To recognize how the influence of the Lenni Lenape is manifested in different regions
- To understand the culture of the Lenni Lenape

##### **European Settlers in N.J.:**

- To examine the Dutch in Bergen County
- To discover the Quakers and why they had a divided colony:
- To compare east and west Jersey east and west

**Resource:** Scott Foresman Social Studies: *New Jersey* 2011

**Duration:** December

#### **Essential Questions:**

- What were the roles of key individuals during the European colonization of New Jersey?



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- Why is it important to study the early people of New Jersey?

### **Enduring Understandings:**

- The Lenape, followed by the European settlers colonized New Jersey in the 1600s
- The first people of New Jersey were Native Americans.
- The Lenape's rich culture was well adapted to available resources.
- European explorers reached what is now New Jersey while searching for a water route from Europe to Asia.
- New Jersey was divided between the Quakers in West Jersey and other English settlers in East Jersey.
- European settlers and the Delaware faced conflicts as their cultures collided.

### **NJ Student Learning Standards for Social Studies**

**Social Studies:** 6.1.4.D.1, 6.1.4.D.2, 6.1.4.D.3

**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

### **NJ Student Learning Standards for ELA**

**Main Idea and Details:** 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

**Cause & Effect:** 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

### **Interdisciplinary Connections**

- Students will complete a Venn Diagram comparing two Native American tribes from relevant text



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- RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

### Technology:

- [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com)
- [www.sfsocialstudies.com](http://www.sfsocialstudies.com)
- [www.discoveryschool.com](http://www.discoveryschool.com)
- [www.webquest.com](http://www.webquest.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- <http://mce.k12tn.net/> [www.free.ed.gov](http://www.free.ed.gov)
- [www.nationalgeographic.com](http://www.nationalgeographic.com) [www.educationworld.com](http://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](http://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



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### **Leveled Readers:**

*Before Columbus*, by Muriel Batherman- Easy

*Between Earth and Sky: Legends of Native American Sacred Places*, by Joseph Bruchac- Easy

*American Indian Cooking Before 1500*, by Mary Gunderson- On-Level

*Cranberries*, by William Jaspersohn- On-Level

*Where Do You Think You're Going, Christopher Columbus?*, by Jean Fritz- On-Level

*The Sign of the Beaver*, by Elizabeth George Speare- Challenge

*The Village: Life in Colonial Times (Adventures in Colonial America)*, by James E. Knight- Challenge

*The White Deer: And Other Stories Told by the Lenape*, edited by John Bierhorst- Challenge

### **Library Science:**

- **Research: individuals and events in history**

### **Art:**

Draw a historical picture

**Tier 2 Vocabulary:** analyze, understand, explain, describe, identify, understand, distinguish

**Tier 3 Vocabulary:** nomad, agriculture, culture, forage, sachem, matrilineage, longhouse, manetuwak, Ohtas, expedition, peninsula, colony, surrender, Northwest Passage, East India Company, tolerance, persecution, import duties, treaty, Walking Purchase

### **Core Instructional Materials/Resources/Digital Tools:**

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

### **Websites:**

- <http://www.penntratymuseum.org/treaty.php>
- [www.webquest.com](http://www.webquest.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- <http://mce.k12tn.net/> [www.free.ed.gov](http://www.free.ed.gov)



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- [www.nationalgeographic.com](http://www.nationalgeographic.com) [www.educationworld.com](http://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](http://www.pearsonsuccessnet.com)

### Books:

- A-Z BOOKS: *Holidays Around the World (Level "T")*
- *Rainbow Crow: A Lenape Tale* (van Laan)
- *Night Journeys* (Avi)
- *Peter Stuyvesant: A Colony Leader* (Deleeuw)
- *The Lenape of NJ, NY, DE, WI, OK* (Dalton)

### Primary sources:

- "William Penn's Treaty with the Indians" (Painting)

### SmartBoard

- [PearsonSuccessnetplus.com](http://PearsonSuccessnetplus.com)





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	<p>product and a system.</p> <p><b>8.2.5.A.3</b> Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints</p> <p><b>8.2.5.A.4</b> Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</p> <p><b>8.2.5.A.5</b> Identify how improvement in the understanding of materials science impacts technologies.</p>
<p><b>Assessments and Performance Tasks:</b></p>	<p>Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• Study William Penn’s painting: “Treaty with the Indians”</li><li>• Create a timeline of settlement: Lenni Lenape and European settlers</li><li>• Observe Christmas and its traditions</li><li>• Observe Hanukkah and its traditions</li><li>• Observe Kwanzaa and its traditions</li><li>• Explore Pearl Harbor and the impact of the tragedy as the nation entered into war</li><li>• Use geographical tools: political and physical maps and globes for directionality</li><li>• Find current events to compare community, state, national &amp; global challenges and solutions</li><li>• Reports and/or projects on history figures</li><li>• Community Walk</li><li>• Borough Hall</li><li>• Mock Election: Advocate for environmental issue</li></ul>



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- Native American Art

### **Assessments**

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

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

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with IEPs/504s</b>	<b>At-Risk Learners</b>
Gifted and Talented students will research Native American artifacts	English Language Learners will list the early European explorers and	Students with IEPs/504s will list the early European explorers and	At-Risk Learners will list the early European explorers and explain





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<p>and present their impact on early New Jersey history.</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>explain how they influenced the early history of New Jersey.</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>Collaboration between ELL and general education teacher to maximize learning</p>	<p>explain how they influenced the early history of New Jersey.</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 as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>how they influenced the early history of New Jersey.</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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### 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/>



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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/>