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Cliffside Park Public Schools

GRADE: 4

Fourth Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: March

New Jersey

UNIT 4: Building a Nation

History: NJ and the Civil War (1861-1865)

New Jersey Geography

- To identify key events and figures in N.J. during the Civil War
- To understand the role of abolitionists
- To explain the Fugitive Slave Act
- To describe the underground railroad
- To be familiar with the Emancipation Proclamation
- To identify contributions of women to events in history

Resource: Scott Foresman Social Studies: *New Jersey* 2012

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Essential Questions:

- What role did New Jersey play before, during and after the Civil War?



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- How does a country grow and develop?

Enduring Understandings:

- New Jersey experienced much growth from the Revolution to the Civil War.
- New Jersey was an important passageway for escaped slaves seeking freedom.
- New Jersey's scientists and inventors helped develop the state's economy.
- New Jersey's cities attracted many different types of people and businesses.
- The practice of slavery divided New Jerseyans and the nation.
- The Underground Railroad helped many enslaved people escape freedom.
- New Jerseyans played an important role in the Civil War.

NJ Student Learning Standards for Social Studies

Social Studies: 6.1.4.D.8, 6.1.4.D.9

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

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

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

NJ Student Learning Standards for ELA:

ELA: Drawing Conclusions 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 write a letter from a slave's point of view about the horrors they experienced in their lifetime.



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- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Technology:

- www.pearsonsuccessnet.com
- www.sfsocialstudies.com
- www.discoveryschool.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:

- *The Blue and the Gray*, by Eve Bunting- Easy
- *The Drinking Gourd: A Story of the Underground Railroad* by F.N. Monjo- Easy
- *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address*, by Jean Fritz- Easy
- *Brooklyn Bridge*, by Lynn Curlee- On-Level
- *Bull Run*, by Paul Fleischman- On-Level
- *Lincoln: A Photobiography*, by Russell Freedman- On-Level
- *Growing Up in Slavery*, by Sylvaine A. Diouf, Challenge
- *Now Is Your Time! The African-American Struggle for Freedom*, by Walter Dean Myers- Challenge
- *To Be a Slave*, by Julius Lester- Challenge



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Library Science:

- Research: individuals and events in history

Music: "True New Jersey Blue" by T.T. Price, M.D.

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

Tier 3 Vocabulary: geologist, turnpike, canal, Morris Canal, Delaware and Raritan Canal, Camden & Amboy Railroad *John Bull*, census, leisure, reform, iron plantation, abolitionist, vigilance, apprentice, Fugitive Slave Act, haven, Underground Railroad, secede, brigade, Confederate States of America, Union, Emancipation Proclamation, American Red Cross, Gettysburg Address

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/>
- <http://www.state.nj.us/state/divisions/historical/>
- <http://www.state.nj.us/>
- <http://academickids.com>
- www.pearsonsuccessnet.com
- http://www.state.nj.us/hangout_nj/assignment_timeline.html
- www.pearsonsuccessnet.com
- <http://www.state.nj.us/state/historykids/> <http://www.congressforkids.net>
- <http://njstatesong.com/>
- <http://www.njstatesong.com/state.html>



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Books:

- *New Jersey: Past & Present* (Mattern)
- *American the Beautiful: New Jersey* (Stein)
- *New Jersey: The Garden State* (Holtz)
- *How the Constitution Was Created* (HubbardBrown)
- *Minty: A Story of a Young Harriet Tubman* (Schroeder), *DK Civil War* (Stanchak)

Primary sources:

- *Emancipation Proclamation*

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.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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.



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8.2 Technology Education, Engineering, Design, and Computation

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.

8.2.5.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.

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 Women's History Month: focus on Molly Pitcher and Harriet Tubman



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- Diary of Harriet Tubman: write an entry in a journal as if you were Harriet Tubman (LAL)
- 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
- Community Walk
- Borough Hall
- Mock Election: Advocate for environmental issue
- Native American Art

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 research the role of New Jersey in the Underground Railroad.</p> <p>Provide appropriate challenge for wide ranging skills and development areas.</p>	<p>English Language Learners will research the life of Harriet Tubman and identify how she played an important role in shaping New Jersey during the Civil War.</p> <p>Native Language Translation (peer, online assistive technology,</p>	<p>Students with IEPs/504s will examine the role of the New Jersey in the Civil War and create a Google Slide presentation on their findings.</p> <p>Review student individual educational plan and/or 504 plan.</p>	<p>At-Risk Learners will examine the role of the New Jersey in the Civil War 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>



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<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>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>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>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/>

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/>



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