



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 4

Fourth Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: September/October/November

New Jersey

UNIT 1: The Land of New Jersey

- To identify counties and major cities
- To identify Trenton as the capital of New Jersey
- To compare the regions of NJ (Appalachian Ridge & Valley, Highlands, Central Corridor/ Piedmont, Pinelands, Atlantic Coastal Plain & Jersey Shore
- To describe the natural resources of New Jersey and how to protect the environment

Civics and Government in New Jersey

History: Colonial New Jersey and New Jersey in the American Revolution

- To define democracy and democratic beliefs
- To compare and contrast how government functions at community, county, state and national levels
- To understand the process of creating change at the state level
- To identify legislative districts
- To describe the State Seal of New Jersey



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

Duration: September, October, November

Essential Questions:

- How have New Jersey's four regions influenced the lives of past and present residents?
- What makes New Jersey a unique state?

Enduring Understandings:

- Each of the 4 regions of New Jersey is unique and contributes to the beauty, industry, and economy of the state.
- New Jersey has many resources.
- The symbols of New Jersey are representative of the state's beauty and resources.
- The Appalachian Ridge and Valley and Highlands regions are rich in natural resources, natural beauty, and opportunities for recreation.
- The Central Corridor/Piedmont region has more than half of New Jersey's people and most of its largest cities.
- New Jersey's Atlantic Coastal Plain is a lowland.

NJ Student Learning Standards for Social Studies

Social Studies: 6.1.4.B.1, 6.1.4.B.2, 6.1.4.B.3, 6.1.4.B.4, 6.1.4.D.11

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



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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

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

Interdisciplinary Connections

- Students will write a travel brochure about one of the four regions in New Jersey
 - NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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, 2008)
- Macmillan-McGraw-Hill (2003) Reading text and Leveled Books
- Time for Kids Authentic Literature List (appendix)
- National Geographic for Kids

Leveled Readers:

- *Flight: The Journey of Charles Lindbergh*, by Robert Burleigh (Philomel Books) -Easy
- *New Jersey: Facts and Symbols*, by Shelly Swanson Sateren- Easy
- *Woodrow Wilson: Our Twenty-Eighth President*, by Carol Brunelli and Ann Gaines- On-Level



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- New Jersey (Hello USA), by Charles Fredeen- On-Level
- *Christie Whitman for the People: A Political Biography*, by Sandy McClure- Challenge
- *New Jersey Off the Beaten Path*, by William G. Scheller and Kay Scheller- Challenge

Math: Graphs and maps

Science: Identify plants & animals native to N.J. (Science)

Library Science:

- Research: individuals and events in history

Art: Draw a New Jersey Landscape

Music: State Song: "I'm From New Jersey" by Mascara

Tier 2 Vocabulary: identify, describe, understand, know, explain, support, analyze

Tier 3 Vocabulary: latitude, longitude, region, proprietor, global grid, climate, natural resource, mineral, renewable resource, erosion, nonrenewable resource, fossil fuel, environment, ecosystem, conservation, water cycle, Environmental Protection Agency (EPA), ridge, weathering, plateau, urban area, suburb, commute, lowland, resort, boardwalk, rural area, population density, barrier island

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



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- www.nationalgeographic.com
- www.educationworld.com
- <http://njamistadcurriculum.com/>
- <http://www.state.nj.us/>
- <http://academickids.com>
- www.pearsonsuccessnet.com

September:

- http://www.state.nj.us/hangout_nj/assignment_timeline.html
- www.pearsonsuccessnetplus.com

Books:

- *New Jersey: Past & Present* (Mattern)
- *America the Beautiful: New Jersey* (Stein)
- *New Jersey: The Garden State* (Holtz)
- *How the Constitution Was Created* (HubbardBrown)

Primary Sources:

- NJ Constitution
- US Constitution

October:

- <http://www.state.nj.us/state/historykids/> <http://www.congressforkids.net>
- <http://njstatesong.com/>
- <http://www.njstatesong.com/state.html>

Books:

- A-Z BOOKS: *Sonia Joins the Supreme Court* (Level "P")
- *How the U.S. Government Works* (Sobel)

Primary source:

- *Mayflower Compact*



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November

- <http://www.penntreatymuseum.org/treaty.php>

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 source:

- *William Penn’s Treaty with the Indians* (Painting)

SmartBoard

- PearsonSuccessnetplus.com

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>

- CRP1. Act as a responsible and contributing citizen and employee.
- 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.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

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



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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.

Assessments and Performance Tasks:

Activities:

September

- Observe Constitution Day: identify the Constitution as a document granting rights to Americans



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- Observe September 11

October

- Observe Fire Prevention Week
 - identify role of fire fighters in community
 - identify fire safety rules
- Observe Columbus Day
 - explain how voyage led to creation of United States

November

- Observe Election Day
 - identify voting as a decision-making process
- Observe Veterans' Day
 - understand the contributions of veterans and historical events to our democratic

nation

- Observe Thanksgiving
- Relate Mayflower Compact as first governing document
- Trip: Great Falls of Passaic River Folklore: The Jersey Devil Group Work: Assign regions to groups.
- Use storyboards to make a video of region of NJ
- Identify plants & animals native to N.J. (Science)
- State Song: "I'm From New Jersey" by Mascara (Music)
- Identify positions up for election as local, state, or national.
- Follow a particular race and graph results (Math)
- 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



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- 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
- Regions of New Jersey Project

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

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
Gifted and Talented students will research Charles Lindbergh, Hopewell, NJ native, and identify his impact on the state of New Jersey as well as America.	English Language Learners will draw a map of New Jersey and illustrate the various regions, lines of longitude/latitude, and importance cities throughout the state.	Students with IEPs/504s will draw a map of New Jersey and illustrate the various regions, lines of longitude/latitude, and importance cities throughout the state. Review student individual educational plan and/or 504 plan.	At-Risk Learners will draw a map of New Jersey and illustrate the various regions, lines of longitude/latitude, and importance cities throughout the state.



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<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>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>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 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/>

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/>