

Fourth Grade Social Studies Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
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<p>August-September</p> <p>Regions of our Country</p>	<p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p>	<ul style="list-style-type: none"> -Identify the four core Social Sciences; Economics, History, Geography and Civics. -Discuss landform maps of the United States -Distinguish between physical and political maps -Analyze physical and political maps of New Jersey -Discuss “offerings” of different locations and the implications on settlement -Explore how different people from parts of the world came to America -Identify how different groups contributed to the United States -Discuss what impacts how people live/work in different regions -Explore different types of maps to measure distance and time zones -Discuss usage of GPS/ Google Maps versus a political map/globe and their usefulness in 	<p>Formative Assessments: Quizzes Journal Responses Classwork/Activities Teacher Observation</p> <p>Summative Assessments: Map Project</p> <p>Benchmark Assessment: BOY Benchmark</p> <p><u>Accommodations and Modifications</u></p>	<p>Interdisciplinary Standard: RI.4.2 Determine the main idea and details about each region of the US.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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<p>October- November</p> <p>The Northeast</p>	<p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>	<p>-Identify and label the Northeast Region of the United States</p> <p>-Discuss landforms, climate, weather and resources found in the Northeast</p> <p>-Identify and discuss important cities and locations in the Northeast.</p> <p>-Explore population density and its effect on the Northeast</p> <p>Instructional Resources <i>TCi Bring Social Studies Alive</i></p> <p>Student Technology: Kahoot Google Classroom Chromebook/ iPad</p> <p>Teacher Technology: Promethean Board/Activ Panel YouTube Videos ActiView Scholastic BrainPop NJ Kids video Liberty Kids</p>	<p>Formative Assessments: Northeast Regions Quiz Journal Responses Classwork/Activities Teacher Observation</p> <p>Summative Assessments: Map Project</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: RI.4.1 Use instructional resources to learn about the Northeast.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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<p>December-January</p> <p>The Southeast</p>	<p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p>	<p>-Identify and label the Northeast Region of the United States</p> <p>-Discuss landforms, climate, weather and resources found in the Southeast</p> <p>-Identify and discuss important cities and locations in the Southeast.</p> <p>-Describe how geography helped shape daily life in the Southeast.</p> <p>Instructional Resources <i>TCi Bring Social Studies Alive</i></p> <p>Student Technology: Kahoot Google Classroom Chromebook/ iPad</p> <p>Teacher Technology: Promethean Board/Activ Panel YouTube Videos ActiView Scholastic BrainPop</p>	<p>Formative Assessments: The Southeast Map Quiz Journal Responses Classwork/Activities Teacher Observation</p> <p>Summative Assessments: Unit Assessment</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: RI.4.1 Use instructional resources to learn about the Southeast.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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<p>February The Midwest</p>	<p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>	<p>-Identify and label the Midwest Region of the United States</p> <p>-Discuss landforms, climate, weather and resources found in the Midwest</p> <p>-Identify and discuss important cities and locations in the Midwest.</p> <p>-Describe how farming changed in the Midwest over time.</p> <p>Instructional Resources <i>TCi Bring Social Studies Alive</i></p> <p>Student Technology: Kahoot Google Classroom Chromebook/ iPad</p> <p>Teacher Technology: Promethean Board/Activ Panel YouTube Videos ActiView Scholastic BrainPop</p>	<p>Formative Assessments: The Midwest Map Quiz Journal Responses Classwork/Activities Teacher Observation</p> <p>Summative Assessments: Unit Assessment</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: RI.4.1 Use instructional resources to learn about the Midwest.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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<p>March</p> <p>The Southwest</p>	<p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>	<p>-Identify and label the Southwest Region of the United States</p> <p>-Discuss landforms, climate, weather and resources found in the Southwest</p> <p>-Identify and discuss important cities and locations in the Southwest.</p> <p>-Explore the Colorado River.</p> <p>-List how people depend on the Colorado River and share its water.</p> <p>Instructional Resources <i>TCi Bring Social Studies Alive</i></p> <p>Student Technology: Kahoot Google Classroom Chromebook/ iPad</p> <p>Teacher Technology: Promethean Board/Activ Panel YouTube Videos ActiView Scholastic BrainPop</p>	<p>Formative Assessments: The Midwest Map Quiz Journal Responses Classwork/Activities Teacher Observation</p> <p>Summative Assessments: Unit Assessment</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: RI.4.1 Use instructional resources to learn about the Southwest.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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<p>April The West</p>	<p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p>	<p>-Identify and label the West Region of the United States</p> <p>-Discuss landforms, climate, weather and resources found in the West</p> <p>-Identify and discuss important cities and locations in the West.</p> <p>-List and examine what attracts people to the cities of the West.</p> <p>Instructional Resources <i>TCi Bring Social Studies Alive</i></p> <p>Student Technology: Kahoot Google Classroom Chromebook/ iPad</p> <p>Teacher Technology: Promethean Board/Activ Panel YouTube Videos ActiView Scholastic BrainPop</p>	<p>Formative Assessments: The Midwest Map Quiz Journal Responses Classwork/Activities Teacher Observation</p> <p>Summative Assessments: Unit Assessment</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: RI.4.1 Use instructional resources to learn about the West.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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<p>May-June</p> <p>Inquiring about New Jersey</p>	<p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p> <p>6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</p> <p>6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p>6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p> <p>6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</p> <p>6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the</p>	<p>Label a map of New Jersey with major cities, landforms, etc.</p> <p>Analyze different regions of NJ and identify their role in economic opportunities</p> <p>Research the history of New Jersey.</p> <p>Investigate prominent figures who lived in New Jerseys.</p> <p>Identify how our state government works.</p> <p>Define and discuss the traits of an entrepreneur.</p> <p>Instructional Resources <i>TCi Bring Social Studies Alive</i></p> <p>Student Technology: Kahoot Google Classroom Chromebook/ iPad</p> <p>Teacher Technology: Promethean Board/Activ Panel YouTube Videos ActiView Scholastic BrainPop</p>	<p>Formative Assessments: Quizzes Journal Responses Classwork/Activities Teacher Observation</p> <p>Summative Assessments: New Jersey Project</p> <p>Benchmark Assessment: EOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: RI 4.9 Students will conduct research on a provided NJ region using multiple sources to gather information.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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Alternate Assessments: Create Your Own Business; Interview with an Entrepreneur, Worksheets, Activities, Map Project

21st Century Standards : 9.1.4.E.1 9.1.4.B.1

21st Century Skills: Creativity, Communication and Collaboration

Career Ready Practices: CRP2, CRP 4, CRP 10 CRP 11