



Grade 4

Social Studies Curriculum

Oradell Public School District

Oradell, NJ

2023

Oradell Public School District

Grade 4 Social Studies Curriculum Committee Credits:

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Social Studies, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District Social Studies Curriculum Grade 4 Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

The Oradell Public School believes that an education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;

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- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

(Taken from NJDOE NJSL Social Studies Vision)

The goal of our Social Studies curriculum is to spark inquiry in our students and foster a classroom culture where students consistently notice, wonder, and ask questions to further their understanding and take ownership of their learning.

**Oradell
Social Studies Curriculum
Grade 4**

New Jersey Student Learning Standards for Social Studies PACING	
Unit	Schedule
The World Around Us	September - October
Regional Diversity	November - January
The First People	February - April
Influences on New Jersey & the World	May - June

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission or Asian American and Pacific Islander Component related activities.

New Jersey Student Learning Standards for Social Studies
UNIT 1 - The World Around Us

Disciplinary Concept	Core Idea	Performance Expectations
Geography, People, and the Environment: Spatial Views of the World	Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
Geography, People, and the Environment: Spatial Views of the World	Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	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).
Geography, People, and the Environment: Spatial Views of the World	Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	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.
Economics, Innovation, and Technology: National Economy	A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

UNIT 1 - The World Around Us

Essential Questions

- How can maps and other geographic representations, geospatial technologies, and spatial thinking be used to understand and communicate information?
- How do the advances in science and technology relate to environmental concerns, and what actions are taken to address

them?

- How is a nation's economy influenced by technological progress?
- How do maps and globes reflect history, politics and economics?

Student Learning Objectives

Students will be able to:

- Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 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).
- Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- Identify environmental concerns and how advances in science and technology relate to them as well as ideas for action.
- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Modifications	
English Language Learners	Collaborate with English Language teacher, preview content vocabulary (<i>with pictures and labels in the student's first language, flip books available with content vocabulary</i>), visual clues (<i>maps labeled in student's first language</i>), repeated directions, check for understanding, asking pointed questions, peer models, English Language supports for parents of non- English speaking students, use of iPad for translation between English and the student's first language, materials presented at lower TC levels, audio books, use of interactive English vocabulary websites (<i>Learning Chocolate for Social Studies vocabulary terms: geography, globe, scale, political map, map key, physical map, atlas, special-purpose map, etc.</i>),
Special Education	Extended time for assignments, prompting, reassurance, and time to formulate ideas. Use of visual clues when reading (<i>a variety of maps: globe, desk map, pull down map, Google Maps,</i>), preferential seating, repeated directions, preferential project choices, instructional aides in the classroom setting, peer models, preview content vocabulary and schema, use of FM system to improve attention and

	support auditory information, behavior chart to increase focus and work completion, sensory breaks, Chromebook extensions (<i>text-to-speech</i>), graphic organizers (<i>outlines for study guides, maps labeled with blank boxes, storyboards for WeVideo and Google Slides</i>).
At-Risk	Response to intervention - targeted skill/goal improvement plans within a set time frame, multisensory manipulatives, preferential seating, behavior chart to increase focus and work completion. Use of FM system to improve attention and support auditory information, sensory breaks, Chromebook extensions (<i>text-to-speech</i>), Audio book, consultation with academic support teachers to address skills identified by the classroom teacher, visualizing and verbalizing strategy for reading comprehension (<i>direct instruction to build concept imagery</i>), frequent parent communication to ensure goals are being met, modified assessments (<i>number and label maps with word bank, storyboard for WeVideo about Regions</i>)
Gifted and Talented	Challenge questions and higher level thinking while reading nonfiction texts (<i>evaluative questions about regional similarities and differences, synthesizing information from Science units about specific regions and energy sources</i>), extension projects using knowledge acquired in the unit (<i>creating maps of new places using content information</i>).
504	Extended time for assignments, prompting, reassurance, and time to formulate ideas, use of visual clues when reading (<i>desk maps, globes, pull down maps, etc. while reading</i>), preferential seating, repeated directions, check for understanding, ask pointed questions, instructional aides in the classroom setting, peer models, use of FM system to improve attention and support auditory information, behavior chart to increase focus and work completion, sensory breaks, and Chromebook extensions (<i>text-to-speech</i>).

Evidence of Learning - Assessment

Formative:

- Teacher observations
- Class discussions
- Informal questioning

Summative:

- Imaginary map of a zoo/classroom
- Regions quizzes on all 5 regions, Northeast, Southeast, West, Midwest, Southwest

Core Instructional Materials

- KIDS Discover: Geography and US Landscapes magazines
- Houghton Mifflin Harcourt: Into Social Studies
- Newsela Social Studies

Supplemental Materials:

- Scholastic News
- New Jersey Today, Yesterday and Tomorrow - Silver Burdett & Ginn
- STEAM Integration: Unit 6 - [Survivor Nations: Where do we Settle and Why?](#)

Digital Resources

- <https://www.state.nj.us>
- [Latitude and Longitude Game](#)
- [States Game](#)
- [Latitude/Longitude video](#)
- [OPS 4th Grade - Unit 1 Resources](#)
- <https://newsela.com/signin>
- Brain Pop Videos (Map Skills, Latitude & Longitude, Scale Drawing, Continents of the World)

Suggested Learning Activities Directly Connected to Student Learning Objectives:

Students will be able to:

- Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations) by:
 - Creating an atlas that includes a physical map, population map, a political map.
 - Reviewing various types of maps and discussing the information gathered from each.
 - Reviewing the area chosen for the STEAM project, students will review various maps of the area they have chosen to settle for their nations to learn more. Students will review population maps, maps that provide information on natural resources found, and topographic maps to learn more about the landscape of the area.

- 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) by:
 - Collaborating with peers to research and create a presentation that explains how geospatial technology helps people understand and communicate information.
 - [How Does GPS Work?](#)- NASA Science video explaining this form of geospatial data and how it works.
 - Engaging in a jigsaw activity where groups will gather data on various locations and compare them.
- Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries by:
 - Reading Newsela article, [New Jersey in Maps](#).
 - Reading Newsela article, [New Jersey, The Garden State](#).
 - After reading both articles discuss how NJ is an important and unique place.
 - After reading article, students will form groups to disc
 - Using Google Earth to locate various points in NJ, other areas of the US and other countries on the earth digitally.
 - Classroom Activity: [Where on Google Earth is Carmen Sandiego?](#)
 - Reviewing maps of the area the homerooms chose for their nations in the STEAM project and comparing these areas to areas in NJ.
 - Using a top hat graphic organizer or Venn diagram to compare and contrast the location of the new nation the students will be forming and locations in NJ. How are these areas the same? Different?
 - Locating communities around the world that share the same latitude or longitude with the community of Oradell and the new community the groups are developing in the STEAM project.
- Identify environmental concerns and how advances in science and technology relate to them as well as ideas for action by:
 - Engaging in a discussion around environmental concerns and ways to take action.
 - Read and discuss the article from Newsela, [“The Earth is Running Out of Clean Water. Can We Fix the Problem?”](#)
 - Create a persuasive poster showing environmental concerns and brainstorm ways to take action based on this research and discussion.
- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods by:
 - Engaging in a discussion around the history of air travel and how this creativity set the path for space travel.
 - Newsela video, [The History of Air Travel](#)
 - Newsela video, [Space Race](#)
 - Choosing an innovator from one of the historical periods and researching how the individual showed grit and perseverance to use creativity to make scientific advancements.
 - Newsela article, [Three notable African American inventors of the 18th century](#)
 - [Newsela Black History Month: Science and Technology](#)

- HMH Discover Grade 3 Communities Near and Far, Magazine 7: Amazing Inventions

Additional Classroom Activities:

- Reflect on how the Constitution creates rules for a peaceful society. Tie this into classroom rules.
 - Watch School House Rock and explain the meanings of the Preamble’s words
 - Create a Class Constitution that will keep the class running smoothly
- Discuss the meaning of Patriot’s Day.
 - Write a thank you letter to firefighters, nurses, police officers or veterans

Interdisciplinary Connections

Reading

- **RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- **RI.4.1.** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Speaking & Listening

- **SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- **SL.5.** Make Strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Science

- **4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth’s features.

World Language

- **7.1.NM.IPERS.6** Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.2.5.CAP.1** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.3** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

- **9.2.5.CAP.4** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.4.5.CI.1** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.3** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
- **9.4.5.DC.4** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** Analyze how culture shapes individual and community perspectives and points of view.

Practices

- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Writing a journal entry to reflect on understanding of key concepts relating to map skills vocabulary
 - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
 - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Using zones of regulation chart to monitor your emotions
 - Take a break with deep breathing to focus yourself
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Writing a journal entry to reflect on understanding of key concepts
 - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)

- Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Engaging in collaborative discussions
 - Incentives for individual students and small groups
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules and routines
 - Engaging in collaborative discussions
 - Following directions

NJSLS Computer Science Design Thinking

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
 - Finding where Carmen Sandiego is on Google Earth
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
 - Use of Google Earth

**New Jersey Student Learning Standards for Social Studies
UNIT 2 - Regional Diversity**

Disciplinary Concept	Core Idea	Performance Expectations
Economics, Innovation, and Technology: National Economy	A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	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.
Economics, Innovation, and Technology: National Economy	A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
Economics, Innovation, and Technology: Exchange and Markets	The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	6.1.5.EconNM.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.
Geography, People, and the Environment: Human Environment Interaction	Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	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.
Geography, People, and the Environment: Human Population Patterns	Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	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).
Geography, People, and the Environment: Human Population Patterns	Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	6.1.5.GeoPP2.: 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.

UNIT 2 - Regional Diversity

Essential Questions

- How are the different regions in the United States characterized by natural resources, culture, economics, politics, and physical environment that contribute to the concept of regionalism?
- How do landforms, climate, weather and availability of resources impact where and how people live/work in different regions of the United States and New Jersey?
- What were the major reasons for exploration and why were land and water routes successful?
- What is the purpose or role of trade and how does trade function in society?
- How has the advancement of technology affected the environment of New Jersey and the United States?

Student Learning Objectives

Students will be able to:

- Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 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.
- 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.
- Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 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.

Modifications

English Language

Collaborate with English Language teacher, preview content vocabulary (*with pictures and labels in the*

Learners	<i>student's first language, flip books available with content vocabulary), visual clues (maps labeled in student's first language), repeated directions, check for understanding, asking pointed questions, peer models, English Language supports for parents of non- English speaking students, use of iPad for translation between English and the student's first language, materials presented at lower TC levels, audio books, use of interactive English vocabulary websites (Learning Chocolate for Social Studies vocabulary terms: economics, transportation, region natural resource, climate, technology, labor, satellites, environment, communication, etc.),</i>
Special Education	Extended time for assignments, prompting, reassurance, and time to formulate ideas. Use of visual clues when reading (<i>a variety of maps: globe, desk map, pull down map, Google Maps, </i>), preferential seating, repeated directions, preferential project choices, instructional aides in the classroom setting, peer models, preview content vocabulary and schema, use of FM system to improve attention and support auditory information, behavior chart to increase focus and work completion, sensory breaks, Chromebook extensions (<i>text-to-speech</i>), graphic organizers (<i>outlines for study guides, maps labeled with blank boxes, storyboards for WeVideo and Google Slides</i>).
At-Risk	Response to intervention - targeted skill/goal improvement plans within a set time frame, multisensory manipulatives, preferential seating, behavior chart to increase focus and work completion. Use of FM system to improve attention and support auditory information, sensory breaks, Chromebook extensions (<i>text-to-speech</i>), Audio book, consultation with academic support teachers to address skills identified by the classroom teacher, visualizing and verbalizing strategy for reading comprehension (<i>direct instruction to build concept imagery</i>), frequent parent communication to ensure goals are being met, modified assessments (<i>number and label maps with word bank, storyboard for WeVideo about Regions</i>)
Gifted and Talented	Challenge questions and higher level thinking while reading nonfiction texts (<i>evaluative questions about regional similarities and differences, synthesizing information from Science units about specific regions and energy sources</i>), extension projects using knowledge acquired in the unit (<i>creating maps of new places using content information</i>).
504	Extended time for assignments, prompting, reassurance, and time to formulate ideas, use of visual clues when reading (<i>desk maps, globes, pull down maps, etc. while reading</i>), preferential seating, repeated directions, check for understanding, ask pointed questions, instructional aides in the classroom setting, peer models, use of FM system to improve attention and support auditory

	information, behavior chart to increase focus and work completion, sensory breaks, and Chromebook extensions (<i>text-to-speech</i>).
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Evidence of Learning - Assessment

Formative:

- Teacher observations
- Class discussions
- Informal questioning
- T-chart for each region (climate, land/water, landmarks, culture, natural resources/products).
- Labeled maps of each region

Summative:

- WeVideo/FlipGrid Commercial
- Travel brochure
- Postcards

Core Instructional Materials

- New Jersey Today, Yesterday and Tomorrow - Silver Burdett & Ginn
- KIDS Discover: All About Regions, The Southeast, The Northeast, The West, The Southwest, The Midwest magazines
- Houghton Mifflin Harcourt: Into Social Studies
- Newsela Social Studies

Supplemental Materials:

- Scholastic News
- STEAM Integration: Unit 6 - [Survivor Nations - Where do we Settle and Why?](#)

Digital Resources

- [Region/States Game](#)
- [OPS 4th Grade Resources - Unit 2](#)
- <https://newsela.com/signin>

Suggested Learning Activities Directly Connected to Student Learning Activities

Students will be able to:

- Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities by:
 - Read HMH magazine 6. Students will compare and contrast regions and available resources.
 - Create a travel poster to encourage tourism to the region.
 - Present posters comparing the different regions
- Describe how the development of different transportation systems impacted the economies of New Jersey and the United States by:
 - Viewing video from PBS Learning : [What is transportation?](#)
 - National Geographic Education article, [Effects of Transportation on the Economy](#) or Newsela article, [Roads, Canals, and Railways Made America's Economic Growth Possible](#).
 - Students will choose one of the types of transportation from the video and share how it has or is impacting the economies of NJ and/or the United States.
- 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 by:
 - Discussing the impact of climate change on the environment
 - Read and discuss Into Social Studies student magazine 3: Climate, Topic: *A Warming World* to learn about changes in the environment due to global warming.
 - Engage students in a discussion about what they can do to help the earth.
 - Research extremes in temperature, climate and in resources
 - Read and discuss Into Social Studies student magazine 3: Climate, Topic: *Floods and Other Extreme Conditions*.
- 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 by:
 - Discussing how human activity affects our environment
 - Read and discuss HMH Magazine 4: Conservation, Topic: Air, water, land pollution to learn how human activity impacts the environment.
 - Students will explore and chart their own carbon footprint using the rubric ([Carbon Footprint Rubric](#) from

HMH Into Social Studies).

- Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications) by:
 - Reading Newsela article: [Types of Renewable Energy](#) (must log in to Newsela first)
 - Discuss the various types of energy and their impact on the environment.
 - How have these advancements in technology that allow us to source energy in different ways impacted the environment?
 - Discuss how these types of renewable energy came about due to the needs/wants of society.
 - Viewing Newsela SS video: [How can you use technology to become a more active global citizen?](#) (must log into Newsela first)
 - Discuss ways advances in technology have changed the way people do things in NJ, the US and the world.
- 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 by:
 - Learning about the lands of our state and the US and how resources have been impacted due to various reasons. Students will use this knowledge to gain an understanding of what they will need to survive in their “nations”.

Interdisciplinary Connections

Reading

- **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Writing

- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking & Listening

- **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Science

- **4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth’s features.

World Language

- **7.1.NM.IPERS.6** Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.2.5.CAP.3** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.2.5.CAP.5** Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers
- **9.4.5.CI.1** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.3** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
- **9.4.5.DC.4** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** Analyze how culture shapes individual and community perspectives and points of view.

Practices

- **CLKSP3** Consider the environmental, social, and economic impacts of decisions.
- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Writing a journal entry to reflect on understanding of key concepts
 - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
 - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations

- Connections:
 - Using zones of regulation chart to monitor your emotions
 - Take a break with deep breathing to focus yourself
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Empathize with communities that are affected by natural disasters (i.e. droughts, wildfire, tornado etc.)
 - Explore how climate change impacts not just one region, but the entire world.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Engaging in collaborative discussions
 - Incentives for individual students and small groups
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules and routines
 - Engaging in collaborative discussions
 - Following directions

NJSLS Computer Science Design Thinking

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

**New Jersey Student Learning Standards for Social Studies
UNIT 3 - The First People**

Disciplinary Concept	Core Idea	Performance Expectations
Geography, People, and the Environment: Human Population Patterns	Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
History, Culture, and Perspectives: Continuity and Change	Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
History, Culture, and Perspectives: Continuity and Change	Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
History, Culture, and Perspectives: Understanding Perspectives	Events may be viewed differently based on one's perspective.	6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
History, Culture, and Perspectives: Understanding Perspectives	Events may be viewed differently based on one's perspective.	6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

UNIT 3 - The First People

Essential Questions

- How have interactions of people and events throughout history shaped the world we experience today?
- How does one’s perspective impact their view of events?

Student Learning Objectives

Students will be able to:

- Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere
- Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey
- Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered
- Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups

Modifications	
English Language Learners	Collaborate with English Language teacher. Preview content vocabulary (<i>with pictures and labels in the student’s first language</i>), visual clues (pictures), repeated directions, check for understanding, asking pointed questions, peer models, english language supports for parents of non English speaking students, use of iPad for translation between English and the student’s first language, materials presented at lower TC levels, Audio books, use of interactive English vocabulary websites (<i>Learning Chocolate vocabulary terms archaeologist, artifacts, legacy, Lenape, etc...</i>), small flip book of content specific vocabulary with translations and pictures.
Special Education	Extended time for assignments, prompting, reassurance, and time to formulate ideas, use of visual clues when reading (<i>using pictures or Lenape Assembly materials for visual cues</i>), preferential seating, repeated directions, Instructional Aides in the classroom setting, peer models, preview content vocabulary (<i>New Jersey Yesterday and Today OR You, New Jersey, and the World</i> worksheet

	with definitions and drawing) and schema, use of FM system to improve attention and support auditory information, behavior chart to increase focus and work completion, sensory breaks, Chromebook extensions (<i>text-to-speech</i>), graphic organizers (<i>table with different tribes - Navajo, Tlingit, </i>), outline for Native American presentation (slideshow or WeVideo).
At-Risk	Response to intervention - targeted skill/goal improvement plans within a set time frame, multisensory manipulatives, preferential seating, behavior chart to increase focus and work completion, use of FM system to improve attention and support auditory information, sensory breaks, Chromebook extensions (<i>text-to-speech</i>), Leveled texts, audio books, text-to-speech features on Sadlier and Storyworks, consultation with academic support teachers to address skills identified by the classroom teacher, modification of assignments and assessments, splitting up open ended components of assessments into manageable tasks, on the Lenape assessment the open ended response is split up into steps-- shelter, food, and roles of men, women, children and elderly.
Gifted and Talented	Challenge questions and higher level thinking while reading both fiction and nonfiction texts, and texts at higher TC levels, when divided into groups for Native American tribes, students are assigned leadership roles.
504	Extended time for assignments, prompting, reassurance, and time to formulate ideas, use of visual clues when reading (<i>i.e., making predictions, drawing inferences, following the plot of a story or the information in an article based on illustrations or text features</i>), preferential seating, repeated directions, check for understanding, ask pointed questions, instructional aides in the classroom setting, peer models, use of FM system to improve attention and support auditory information, behavior chart to increase focus and work completion, and sensory breaks.

Evidence of Learning - Assessment

Formative:

- Teacher observations
- Class discussions
- Informal questioning

Summative:

- Triorama; food, shelter, clothing
- Native American village
- Lenape Artifacts
- Journal of the Life of Native American Child

Core Instructional Materials

- KIDS Discover: The First People Magazine
- KIDS Discover: Pre-Columbian People Magazine
- Houghton Mifflin Harcourt: Into Social Studies
- Newsela Social Studies

Supplemental Materials:

- New Jersey Today, Yesterday and Tomorrow - Silver Burdett & Ginn
- Scholastic News
- STEAM Integration: Unit 6: [Survivor Nations - Where do we Settle and Why?](#)

Digital Resources

- [Indigenous People Library](#)
- [OPS 4th Grade Resources - Unit 3](#)
- BrainPop - Native American Traditions, Navajo Code Talkers, Inuit, Trail of Tears, Pocahontas, Lewis and Clark, Reservations
- <https://newsela.com/signin>

Suggested Learning Activities Directly Connected to Student Learning Objectives

Students will be able to:

- Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere by:
 - Engaging in the following questions for discussion:
 - How did gender roles, religion, values, cultural practices, and political systems impact the Native American

- groups as well as the early Americans?
 - What does it mean to migrate or immigrate and what might make either appealing?
 - How did European Colonization impact the Native American Populations?
 - How is the culture of these different Native American groups expressed through behavior and how does folklore contribute to national heritage?
 - What were the influences of these Native American groups and how is each manifested in different regions of New Jersey as well as the United States?
 - How has the development of different transportation systems impacted the economies of New Jersey?
 - Why do stereotyping and prejudice lead to conflict; using examples from past and present?
 - How are our past actions towards Native Americans considered to be discriminatory and how does that behavior parallel bullying?
- Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey by:
 - Engaging in discussion about how European colonization impacted the Native American population specifically the Lenni Lenape of NJ and the challenges they faced.
 - Read the Newsela article, [English Colonists and the Lenni Lenape Tribe](#)
 - Viewing video: [Around and About NJ- The Lenape Indians](#):
- Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey by:
 - Creating a class chart showing the legacy of words, names and highways left from the Lenape.
 - Brainstorming how we use Native American foods in modern day dishes.
- Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered by:
 - Engaging in discussions about why groups immigrated to the US and the challenges they encountered. Students will think deeply about the challenges, particularly surrounding what is needed for survival when working on the STEAM Survivor Nations project.
 - [The Keeping Quilt Lesson Plan](#)
- Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups by:
 - Viewing BrainPop : [Native American Traditions](#);
 - Creating a full village depicting Native American life which would include: gender roles, location, home type, cultural practices, and traditions.
 - Reading and discussing Newsela article, [Money Matters: What is Money](#) to compare how Native Americans traded

between nations and this was a form of bartering.

Interdisciplinary Connections

Reading

- **RI.4.1** Explain events, procedures, ideas or concepts in a historical, scientific, or technical text including what happened and why based on specific information in the text.
- **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Writing

- **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.1** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.2** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
- **9.4.5.CI.3** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.2** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

Practices

- **CLKSP3** Consider the environmental, social, and economic impacts of decisions.
- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Write a journal entry to reflect on understanding of key concepts
 - Regular check-ins to share feelings (Oral, Thumbs Up/Thumbs Down, Emojis, etc.)
 - Imagine that you are a Native American and reflect on how you would feel when you first met the European Settlers

- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Examining the causes and effects of why European settlers immigrated to the New World.
 - Examining how settlers responded to the Native Americans and vice versa.
 - Using Zones of Regulation chart to monitor emotions

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Compare and contrast the way of life of the various Native American tribes.
 - Examining different perspectives of family life during the early settlement of the country (i.e. women’s roles, expectations of children etc.)

- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Engaging in collaborative discussions
 - Participating in Reader’s Theater through plays based on the different Native American tribes throughout the United States (i.e. folklore)
 - Sharing projects created about the native tribes (i.e. shelter, clothing, traditions, food, games etc.)

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions

- Connections:
 - Following class rules and routines
 - Following to directions to complete tasks
 - Using technology responsibly and appropriately

NJSLS Computer Science Design Thinking

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

NJ Commission on Holocaust Education

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. [The Keeping Quilt Lesson Plan](#)

**New Jersey Student Learning Standards for Social Studies
UNIT 4 - Influences on New Jersey & the World**

Disciplinary Concept	Core Idea	Performance Expectations
Civics, Government, and Human Rights: Civic Mindedness	Certain dispositions help individuals contribute to the health of American democracy	6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
History, Culture, and Perspectives: Continuity and Change	Chronological sequencing helps us track events over time	6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
History, Culture, and Perspectives: Continuity and Change	Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
Geography, People, and the Environment: Human Environment Interaction	Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	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.
Civics, Government, and Human Rights: Human and Civil Rights	It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

UNIT 4 - Influences on New Jersey & the World

Essential Questions

- How have interactions of people and events throughout history shaped the world we experience today?
- How does human interaction impact the environment in New Jersey and the United States?
- How did the different characteristics of each New Jersey region including factors like geography, natural resources, climate, transportation, technology, and/or the labor force play a role regarding economic opportunities?
- How did Martin Luther King Jr. influence change in racial injustice and discrimination?
- In today's world, how have current events impacted social change?

Student Learning Objectives

Students will be able to:

- Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- 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.
- Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.

Modifications	
English Language Learners	Collaborate with English Language teacher, preview content vocabulary (<i>with pictures and labels in the student's first language</i>), visual clues (pictures), repeated directions, check for understanding, asking pointed questions, peer models, English language supports for parents of non English speaking students, use of iPad for translation between English and the student's first language, direct instruction of idioms (<i>with pictures</i>), Materials presented at lower TC levels, audio books, and use of interactive English vocabulary websites (<i>Learning Chocolate website vocabulary: landform, climate, industry, urban suburbs, rural, elevation, erosion, agriculture, environment, economy, habitat, conserve, diversity, discrimination, segregation, etc...</i>).
Special Education	Extended time for assignments, prompting, reassurance, and time to formulate ideas, use of visual clues when reading (<i>i.e., making predictions, drawing inferences, following the plot of a story or the information in an article based on illustrations or text features</i>), preferential seating, repeated directions, Instructional Aides in the classroom setting, peer models, leveled texts, audio books, text-to-speech features when available, preview content vocabulary, use of FM system to improve attention and support auditory information, behavior chart to increase focus and work completion, sensory breaks, Chromebook extensions (<i>text-to-speech</i>), graphic organizers (<i>various levels - making inferences, making connections, plot diagrams</i>)
At-Risk	Response to intervention - targeted skill/goal improvement plans within a set time frame, multisensory manipulatives, preferential seating, behavior chart to increase focus and work completion, use of FM system to improve attention and support auditory information, sensory breaks, Chromebook extensions (<i>text-to-speech</i>), leveled texts, audio books, consultation with academic support teachers to address skills identified by the classroom teacher, Visualizing and Verbalizing strategy for reading comprehension (<i>direct instruction to build concept imagery</i>), frequent parent communication to ensure goals are being met, after school program to support students and target a specific skill while working toward mastery.
Gifted and Talented	Challenge questions and higher level thinking while reading both fiction and nonfiction texts (<i>making connections, predictions, and inferences without prompting; noting the impact of figurative language and symbolism within a text; synthesizing various sources to draw connections between common themes and main ideas; noticing effective strategies used by authors and discussing why these strategies are effective</i>), texts at higher TC levels, vocabulary extensions (<i>studying affixes and Greek</i>

	<i>and Latin roots for vocabulary words).</i>
504	Extended time for assignments, prompting, reassurance, and time to formulate ideas, use of visual clues when reading (<i>i.e., making predictions, drawing inferences, following the plot of a story or the information in an article based on illustrations or text features</i>), preferential seating, repeated directions, check for understanding, ask pointed questions, instructional aides in the classroom setting, peer models, use of FM system to improve attention and support auditory information, behavior chart to increase focus and work completion, sensory breaks, Chromebook extensions (<i>text-to-speech</i>), audio books

Evidence of Learning - Assessment

Formative:

- Teacher observations
- Class discussions
- Informal questioning
- Labeled map of NJ's regions

Summative:

- County Project
- Martin Luther King Jr. quotes and explain what it means to the world around you
- Passion Project: Community Outreach Project or using current events

Core Instructional Materials

- New Jersey Today, Yesterday and Tomorrow - Silver Burdett & Ginn
- Houghton Mifflin Harcourt: Into Social Studies
- Newsela Social Studies

Supplemental Materials:

- Scholastic News
- STEAM Integration: Unit 6 - [Survivor Nations: Where do we Settle and Why?](#)

Digital Resources

- [NJ county websites](#)
- [OPS 4th Grade Resources - Unit 4](#)
- BrainPop Videos: (The American Revolution, Causes of the American Revolution, Martin Luther King Jr., Building the Thirteen Colonies, Regions of the Thirteen Colonies, Declaration of Independence)
- <https://newsela.com/signin>

Suggested Learning Activities Directly Connected to Student Learning Objectives

Students will be able to:

- Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society and Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey by:
 - Reading about the possibility of NJ creating a state germ and how it was used as a cure for tuberculosis
 - Newsela article, [New Jersey State Germ](#)
 - Investigating famous people from NJ and their influence on society.
 - Newsela article: [NJ: The Garden State](#)
- Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States by:
 - Engaging in a discussion around the following questions:
 - What key events lead to the creation of New Jersey?
 - Why are some locations in New Jersey and the United States more suited for settlement than others?
 - What prominent figures played an integral role in the development of New Jersey and the United States?
 - Developing maps highlighting the important characteristics of the New Jersey region.
 - Researching and presenting on the different counties in NJ and other areas of the United States.
 - Learning about timelines through the Newsela video, [What is a timeline?](#), and creating one for time periods in history.
- 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 by:
 - Comparing and contrasting images of NJ and other parts of the United States at specific periods of time to note how human activity has changed the physical environment.
 - Engaging in discussions around the following questions:
 - What caused the change in the land?

- What can we do to help protect the land and natural resources now and in the future?
 - Engaging in discussions about the impact of human activity on the physical environment in the area they are inhabiting for the STEAM Survivor Nations project.
 - Research and cite evidence explaining how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations by:
 - Evaluating conflicts in history and options to resolve them, using Dr. King as a model.
 - Making a timeline of Martin Luther King’s life and noting how his actions lead to change.
 - Creating a skit or newscast on the life of other historical civil rights leaders to note how they inspired others.

Interdisciplinary Connections

Reading

- **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Writing

- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking & Listening

- **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.2.5.CAP.1** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2:** Identify how you might like to earn an income.
- **9.2.5.CAP.3** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.4.5.CI.1** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.3** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

- **9.4.5.DC.4** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** Analyze how culture shapes individual and community perspectives and points of view.

Practices

- **CLKSP3** Consider the environmental, social, and economic impacts of decisions.
- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Writing a journal entry to reflect on understanding of key concepts
 - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
 - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Using zones of regulation chart to monitor your emotions
 - Think about what emotions you would encounter if you were exploring a new territory.
 - Take a break with deep breathing to focus yourself
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Compare and contrast the different counties in New Jersey.
 - Students helping each other
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:

- Engaging in collaborative discussions
 - Incentives for individual students and small groups
 - Collaborate with groups to determine if new laws are necessary.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules and routines
 - Engaging in collaborative discussions
 - Following directions

NJSLS Computer Science Design Thinking

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

The Amistad Commission's Literacy Component:

6.1.5.CivicsHR.2: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Teammates

Abby Takes a Stand

See: <https://www.stlouisfed.org/~media/Education/Lessons/pdf/Scraps-of-Time.pdf?la=en>

[Lesson Plan Additional Ideas](#)

Asian American Pacific Islander Legislation

6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

[Lesson Plan](#)