



Suggested Grade 4 Social Studies Curriculum Framework

The 2020 New Jersey Students Learning Standards for Social Studies Curriculum Framework was created in order to provide a sample of how the performance expectations may be organized and implemented in each grade to facilitate a progressive understanding of the content area. It is recommended in teaching these units to infuse them with other content areas. Interdisciplinary connections with support inquiry and critical thinking. The instructional framework may guide the development of curricula as well as assist in lesson planning.

Social Studies Practices

The social studies practices presented in the standards identify skills that social scientists and citizens need to successfully navigate the world around them. There are seven social studies practices or skills that can be organized into three categories: investigating, sensemaking, and communicating and taking action. These are skills that must be explicitly taught in the social studies classroom from kindergarten through twelfth grade, increasing in complexity and rigor each academic year. Social studies instruction should be driven by the development and acquisition of skills, also known as practices. The practices identify the skills students need to construct knowledge within the content area. These seven practices are embedded throughout the performance expectations and are integrated into the student learning objectives to demonstrate grade-appropriate implementation.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"><input type="checkbox"/> Developing questions and planning inquiry<input type="checkbox"/> Gathering and evaluating sources	<ul style="list-style-type: none"><input type="checkbox"/> Seeking diverse perspectives<input type="checkbox"/> Developing claims and using evidence	<ul style="list-style-type: none"><input type="checkbox"/> Presenting arguments and explanations<input type="checkbox"/> Engaging in civil discourse and critiquing conclusions<input type="checkbox"/> Taking informed action



Grade 4 – Unit 1: My State, My Home

Rationale

This unit focuses on the geography of their town, county and New Jersey. By examining transportation systems, resources and climate, students will draw connections to how those factors impact the way people live and work throughout the state. This will provide the foundation for students to understand the interconnected nature of our economy. This unit will culminate in students researching and presenting their findings on famous New Jersey individuals and their contributions to society throughout history.

Core Idea	Performance Expectations	Learning Objectives	Interdisciplinary Suggestions
Regions form and change as a result of unique physical conditions, economies, and cultures.	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.	To understand the advantages and disadvantages of the high density of New Jersey’s population.	Collect images and display them digitally or on posters about the physical geography of New Jersey and examples of major industries, the diversity of our population. If possible and practical, collaborate with an Art teacher to create a large floor map of New Jersey. (Visual arts, Technology)
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	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.	To analyze data on the importance of the New Jersey shore communities to its economy.	See suggestion above..
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.	To understand the diversity of the geographic regions of New Jersey.	See suggestion above.



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<p>The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</p>	<p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human, capital, physical, capital, natural resources).</p>	<p>To identify major educational institutions, businesses, and cultural centers in New Jersey.</p>	<p>Select an item in the classroom (i.e. Smartboard, desk, door, projector, etc.) and identify the natural (trees, ore), physical (materials), capital (investment money), and human (laborers) to produce it. Consider the resources that are used in the education and training of teachers.</p>
<p>The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</p>	<p>6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</p>	<p>To explain the effect of supply and demand on price with a graph and examples of real prices of goods and services over time.</p>	<p>Collaborate with a math teacher on constructing a supply and demand graph. (price and quantity and price and quantity demanded/supplied.)</p>
<p>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</p>	<p>6.1.5.EconNE.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p>	<p>Explain how money is exchanged by producing goods and services, paying wages, borrowing and saving with banks, and taxes. (circular flow of money)</p>	<p>Collaborate with representative from a local bank to explain the importance of community banks and how they influence the local economy with loans and savings.</p>
<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</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>To identify inventions by New Jersey inventors and businesses in the areas of communication, transportation, and technology.</p>	<p>Collaborate with a science or math teacher to provide examples of how technology has influenced education and society. (E-Z Pass, credit cards, apps, streaming, GPS, scanners, QR Codes, etc.)</p>
<p>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</p>	<p>6.1.5.EconNE.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>	<p>To identify major transportation routes and terminals for automobiles, planes, ships, and railroads.</p>	<p>Calculate distances to travel from one place to another by car, bus, and train) (Math) Canal Transportation in New Jersey New Jersey's Railroads</p>
<p>Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</p>	<p>6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas</p>	<p>To identify the development of communications over time from printed materials to i-phones and the advantages and disadvantages of each. (telegraph, telephone, email, social media, radio, television, etc.)</p>	<p>Take an inventory of the various communication systems used in your school district. (newsletters, websites, blogs, Instagram, weather alerts, emergency response, bus route communications, etc.)</p>



	throughout the United States and the world.		
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 New Jersey.	To understand the significant contributions of inventions by men and women from New Jersey.	<p>Research contributions to music from NJ musicians. (Fine and Performing Arts)</p> <p>Recognize famous artists and photographers from New Jersey. (Visual Arts)</p> <p>Research the birth of football at Rutgers and members of the Hall of Fame (i.e. Larry Doby, Yogi Berra, Bill Bradley, etc.) (ELA)</p> <p>New Jersey: 350 Years of Innovation New Jersey's 'Hall of Fame' in Sports History</p>

Compelling & Supporting Questions

- ❖ *How have people and businesses in New Jersey influenced the development of the United States?*
 - How has the diverse geography of New Jersey supported its economic development and growth?
 - What are the most significant accomplishments of people who lived in New Jersey?
 - How has innovation in New Jersey supported its economic growth?
- ❖ *How have diverse individuals from New Jersey contributed to the improvement of society and the state's economic growth?*
 - Who are some notable figures from New Jersey who have made significant contributions to American society and innovation?
 - How have the ideas, inventions, and achievements of these individuals impacted New Jersey's economy and development?
 - In what ways have the diverse experiences and backgrounds of New Jersey's residents shaped the state's culture and values?

Sample Skills-Based Activities

The following suggested activities are designed to support the integration of the 2020 NJSLS-SS Social Studies Practices through the designated performance expectations.

Investigating	Sensemaking	Communicating & Taking Action
<input type="checkbox"/> Developing questions and planning inquiry	<input type="checkbox"/> Seeking diverse perspectives	<input type="checkbox"/> Presenting arguments and explanations



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<input type="checkbox"/> Gathering and evaluating sources	<input type="checkbox"/> Developing claims and using evidence	<input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p>Make several maps of New Jersey and identify its physical landmarks (regions, mountains, forests, rivers, wetlands, etc.), major transportation hubs and routes, five largest cities, natural resources, and a graph illustrating the diversity of its population. 6.1.5.GeoPP.2</p>	<p>Contact teachers in the regions of New Jersey (North, central, Southern, Shore, Urban, Rural, etc.) to learn perspectives about living in their area. (public transportation, employment, attractions, protection for the environment, local colleges, geography, etc.) 6.1.5.GeoPP.2</p>	<p>Produce a video or digital slide show about New Jersey, its history, fun facts, landmarks, celebrities, and pictures from communities and cities in each county. Consider a marketing campaign to attract people to come to New Jersey or your county. 6.1.5.GeoPP.2</p>
<p>Gather information on celebrities who lived in New Jersey, movies that were filmed in New Jersey, and buildings named after notable people from New Jersey. (i.e. Walt Whitman, Dionne Warwick, Bruce Springsteen, Philip Roth, Frank Sinatra, Jerry Lewis, Paul Robeson, etc.) 6.1.5.CivicsCM.5</p>	<p>Create a Hall of Fame of inventors who lived or worked in New Jersey and report on their biographies and inventions. (Thomas Edison, Alexander Bell, John Stevens, Norman Woodland, Les Paul, Nikola Tesla, Albert Einstein, Alice Parker, David Sarnoff, etc.) 6.1.5.CivicsCM.5</p>	<p>Create a board game (Wheel of Fortune, Jeopardy, NJ Bee, etc.) with important information about the landmarks, geography, important people, etc. who have contributed to New Jersey. 6.1.5.CivicsCM.5</p>
<p>Research the history of railroads in New Jersey, the Rogers Locomotive Company, the architecture of railroad terminals, the importance of railroads to your community, and railroad accidents. Plan travel routes and costs by train on maps from your community to Trenton, Newark, Jersey City, Bayville, Atlantic City, and Camden, or other places. 6.1.5.EconNE.3</p>	<p>Collect images of the major and historic bridges and tunnels in New Jersey and report on their importance to our economy, construction, and volume of traffic. 6.1.5.EconNE.3</p>	<p>Produce a video or slide show about the history of transportation in New Jersey. Consider the numbering systems of NJ county and state roads, landmark bridges, local and international airports, the architecture of train terminals, the work of NJ Transit, and public safety initiatives in our state. 6.1.5.EconNE.3</p>
<p>Use data from the U.S. Bureau of Labor Statistics to research the economic growth of areas in New Jersey. Develop a series of questions about your observations on differences in inflation, unemployment, job opportunities, poverty and wealth, etc. 6.1.5.EconEM.4</p>	<p>Research the importance of New Jersey as a leader and supplier of goods and services for the economy in the past and present, examples of the global economy in your county or community, agriculture, and tourism. 6.1.5.EconEM.4</p>	<p>Present graphs or illustrated data to your class about the differences in economic opportunities in different regions of New Jersey. Compare the regional areas of New York and Philadelphia with rural and seasonal (shore) areas. Source 6.1.5.EconEM.4</p>
<p>Make a chart of natural, capital, and human resources in New Jersey. Interview an officer in a local bank about capital resources for small businesses, research employment opportunities in NJ, and identify natural resources in New Jersey. Source 6.1.5.EconEM.2</p>	<p>Use the data from the U.S. Census and other reputable sources to identify and analyze five characteristics of the economy of New Jersey. (i.e. employment, housing, growth, poverty, level of education, etc.) 6.1.5.EconEM.2</p>	<p>Collaborate with the financial literacy or business teacher in your district to develop a Directory of Resources for finding employment. Consider local employment opportunities, career paths through programs at community colleges, county and state resources, and write your own resume emphasizing your skills. 6.1.5.EconEM.2</p>



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<p>Identify the supply route for a pair of shoes made in Asia or Europe. Identify the materials, production, marketing, shipping, fixed costs of the store (i.e. rent, taxes, etc.), packaging, and wages of employees and store managers. Break down the costs of a shoe that costs \$100 and then ask the students how the price is affected if one of the items in the supply chain increases. 6.1.5.EconEM.3 Source</p>	<p>Conduct an informal survey with students or parents about popular food items, video games, popular musicians, popular restaurants, etc. and identify reasons for the “demand” for these products or services. Identify the prices students might be willing to pay for an item (i.e. chocolate, specialty donut, etc.) and illustrate this on a graph. 6.1.5.EconEM.3</p>	<p>Interview the manager at a local supermarket or the owner of a small business regarding their experiences with supply and demand and how this affects the prices they charge or their profits/revenue. 6.1.5.EconEM.3</p>
<p>Use information from the NJ Center for Civic Education to identify and gather information about inventors from New Jersey and their importance to our daily lives. 6.1.5.HistoryCC.9</p>	<p>Create a board game about the inventions that were made in New Jersey. Here are a few examples: (pencil, cologne, Trident, air conditioning, locomotive, patent leather, submarine, dirigible, Haagen Daz, sewing machine, first aid kit, phonograph, boardwalk, Monopoly, lightbulbs, canned soups, etc. 6.1.5.HistoryCC.9</p>	<p>Create a presentation on New Jersey’s contribution to American culture in art, music, theatre, film, and sports. Include people from your local community when possible. 6.1.5.HistoryCC.9</p>
<p>Research the historic role that New Jersey has in contributing to the inventions in technology and communications over time. (Bell Labs, telegraph, telephone, motion pictures, radio, television, radar, space, etc.) 6.1.5.EconGE.1</p>	<p>Research the perspectives of the radio broadcast. The War of the Worlds by Orson Welles on October 30, 1938 and compare it with events in the 21st century that created unexpected confusion. (i.e. Hawaii, 2019) 6.1.5.EconGE.1</p>	<p>Create a video or digital presentation about the history of communications. Include the telegraph, newspapers, Morse Code, civil defense and emergency warnings, telephone, radio, movies, television, social media, cellular, virtual learning, etc. 6.1.5.EconGE.1</p>
<p>Identify the areas where New Jersey is a leader in technology. (i.e. universities, companies, biomedical technology, aerospace, etc. Source 6.1.5.GeoHE.2</p>	<p>Research the economic activity of either the Port Authority of New York or the Philadelphia Regional Port of Authority. Use graphs and images to illustrate the importance of the global economy to New Jersey. 6.1.5.GeoHE.2</p>	<p>Create a presentation about the Bioscience Center in North Brunswick or the Technology Center of New Jersey near Princeton, the leadership of NJ universities (NJIT, Princeton, Stevens, etc.), and tech companies. 6.1.5.GeoHE.2</p>
<p>Conduct a simulation of how money is spent in your community. Give each student \$200 in simulated bills of \$5 and \$10. Begin with a teacher receiving \$200 and walk around the classroom spending it on food, gas, clothes, etc. Put \$20 in the bank. Next ask the students who received the money how they might spend it and also place 10% in the bank. Finally, explain how the school district was able to receive taxes from the income of people who own homes. 6.1.5.EconNE.7</p>	<p>Interview consumers, suppliers, bankers, producers, and local government officials about their perspective on the local economy in your community. Collaborate with a math or economics teacher on how money multiplies through the banking sector. 6.1.5.EconNE.7</p>	<p>Present a proposal to grow the local economy through an investment in your local community. (i.e. how much will the economy grow if \$1 million is spent on a project in your community using local workers or how much will the economy grow if a new high school is built for \$100 million? 6.1.5.EconNE.7</p>



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Grade 4 – Unit 2: The Purpose of Government

This unit will enable students to explore why government exists. Students will begin by examining the American identity and identifying the values we hold. Then explore the role government plays in upholding our values. Students will investigate the role and purpose of government by analyzing segments of primary source documents. Teachers can integrate this with ELA to complete a Research Simulation Task.

Core Idea	Performance Expectations	Learning Objectives	Interdisciplinary Suggestions
In a representative democracy, individuals play a role in how government functions.	6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).	To understand the importance of informed citizens, voting in elections, promoting the common good in the community, and expressing views peacefully.	Meet with an elected representative about issues in their schools or community. (ELA) Democratic Values and Beliefs Sort a
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.	To explain examples of the services local, state, and the federal government provides to children, the elderly, and people in need. To analyze examples of the services provided by the government to the people. (i.e. education, public safety, transportation, consumer protection, etc.)	Identify the services provided to children, the elderly, and people in need regarding education, public transportation, affordable housing, assistance with the cost of utilities, food, medical expenses, etc. National, State and Local Government See County Social Services
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).	To identify examples of laws that establish equality and protect the rights of minorities. (affordable housing, Social Security, food pantries, shelters, etc.)	Take pictures of signs, doors, and access ramps, service dogs, etc. to document how your school or community implements the Americans with Disabilities Act (1990)
It is the responsibility of individuals and institutions at the state, national,	6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the U.S. Constitution and the Bill of	To distinguish between civil and human rights.	Exhibits of documents and key American leaders.... (Visual Arts)



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and international levels to promote human rights	Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).		New Jersey's Judiciary
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights	6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.	To understand the role of organizations in protecting human rights. (i.e. UN, Doctors Without Borders, Amnesty International, Red Cross, NGOs)	Write an essay about the work of organizations working to support human rights, the environment, reduce bias, provide assistance to those in need. (ELA)
Certain dispositions help individuals contribute to the health of American democracy.	6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.	To provide examples of how people support a democracy through informed action, civic engagement, understanding issues, military service, jury duty, volunteering services, and voting.	Identify an issue that requires a vote in your school or community and make a list of the reasons for the proposed resolution, costs, different perspectives, and places where information is available.
Chronological sequencing helps us track events over time.	6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.	To define the meaning of the American identity today and in the past.	Study art and visual media about the meaning of the American identity. (Visual Arts)
Chronological sequencing helps us track events over time.	6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.	To explain the importance of the decisions and leadership of Presidents Washington and Jefferson, the role of Ben Franklin in the development of our constitution, and the contributions of William Livingston as the governor of New Jersey.	Collaborate with an Art teacher to prepare a 'Hall of Fame' of Americans who contributed to the development of our Constitution.



<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p>	<p>To read and explain the significance of the historical documents in our government that support the rule of law, consent of the governed, life, liberty, opportunities to improve life, rights, and justice.</p>	<p>Collaborate with an art teacher to determine the best way to display excerpts about citizenship and democracy in your classroom or school or collaborate with a Technology teacher to produce a video on the documents upon which our American form of democracy was developed.</p>
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Compelling & Supporting Questions

- ❖ ***How do individuals contribute to our American democracy and how does our democracy serve the people?***
 - What are the various ways in which individuals can participate in and influence their government?
 - How do the services provided by different levels of government impact the lives of individuals and communities? How do fundamental rights guaranteed by the U.S. Constitution and the Bill of Rights contribute to the improvement of American democracy and the promotion of human rights?
 - How have key historical figures and documents shaped the evolution of American identity, government, and citizenship over time?
- ❖ ***How do core civic virtues and democratic principles influence decision-making at different levels of government, and why are they essential for the functioning of American democracy?***
 - What are some of the core civic virtues and democratic principles that guide American government?
 - How do these principles impact the decisions made by government officials and institutions at the local, state, and national levels?
 - What are some examples of how upholding or failing to uphold these principles has affected the lives of individuals and the health of American democracy?
- ❖ ***Why are informed citizens essential for governments to work effectively?***
 - What are the roles and responsibilities of people living in a democratic society?
 - How does our government serve the people?
 - Are there changes that we should consider for the health of our American democracy in your lifetime?

Sample Skills-Based Activities



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The following suggested activities are designed to support the integration of the 2020 NJSLS-SS Social Studies Practices through the designated performance expectations.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>Collect articles from newspapers and digital sources about issues being discussed in your community, services provided by local governments, and programs or events sponsored by the local schools and municipal government. 6.1.5.CivicsPI.2</i></p>	<p><i>Learn how to use the web to identify bills in the NJ Assembly and Senate and the bills sponsored by your local representative. Learn how to use Congress.gov to identify bills in the U.S. Congress and legislation sponsored by your district representatives. 6.1.5.CivicsPI.2</i></p>	<p><i>Interview teachers in your school (and/or [parents] who have served as jurors on a trial in your county. Share their perspectives on public service with the students in your class. 6.1.5.CivicsPI.2</i></p>
<p><i>Research the biography of Laura Wooten and the purpose of the Laura Wooten Act to teach Civics in middle schools in New Jersey. Explain how voting takes place in your community. 6.1.5.CivicsDP.1</i></p>	<p><i>Report on the biography of Thomas Munson Peterson, the first African American to vote as a result of the 15th Amendment. Source 6.1.5.CivicsDP.1</i></p>	<p><i>Create a poster or spreadsheet identifying civil and human rights. Document where you found the examples of these rights. Invite an attorney to speak to your class about one or more of these rights and how the government guarantees the right. 6.1.5.CivicsDP.1</i></p>
<p><i>Gather evidence about the meaning of the 'American Identity' through songs, literature, and interviews with teachers and parents/ Create questions about what the American Identity means in the 21st century? 6.1.5.HistoryCC.2</i></p>	<p><i>Interview teachers in your school about the meaning of the term, 'American Identity.' Do they see this defined by language, literature, culture, education, etc. American Identity 6.1.5.HistoryCC.2</i></p>	<p><i>Create a video, podcast, or digital presentation on the American Identity. Use pictures, quotes, statements from teachers, parents, and children to showcase the diversity of perspectives on the 'American Identity.' 6.1.5.HistoryCC.2</i></p>
<p><i>Research information on the services available to people in your community and county. (i.e. recreation, social services, transportation, housing, food, etc.) Identify services provided by</i></p>	<p><i>Research the needs of your community (i.e. food insecurity, transportation, adequate housing, employment, mental health or medical care, after</i></p>	<p><i>Publish a Directory of the organizations in your community who provide assistance or help top people in need. Invite your mayor or member of</i></p>



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<p>the government and services provided by private and religious organizations. 6.1.5.CivicsPI.4</p>	<p>school care, tutoring, etc.) and present them in a report or letter to elected officials. 6.1.5.CivicsPI.4</p>	<p>your town council to speak to your class about the services available in your community and county. 6.1.5.CivicsPI.4</p>
<p>Review the mural in the U.S. Capitol on the landing at Plymouth and the mural on the signing of the Mayflower Compact in the Cox Corridor at the U.S. Capitol in the two sources. Write your questions on the symbolism of both paintings and then work in teams to find the answers. Pilgrims Mayflower Compact Declaration 6.1.5.HistoryCC.15</p>	<p>Meet with the Media Specialist in your school to access copies of important historical documents that shaped our constitution and government. Create an exhibit with commentary on each document. (Mayflower Compact, Declaration of Independence, Constitution, Bill of Rights,. You may also include others) 6.1.5.HistoryCC.15</p>	<p>Visit the Architect of the Capitol website to search for paintings relating to the colonial period in American history (1607-1789). Produce a timeline, postcard, or another illustration with commentary on their importance to American history, a democratic form of government, equality, and citizenship. 6.1.5.HistoryCC.15</p>
<p>Make a list of human rights and civil rights. Ask questions about the differences between legal rights for citizens and rights that should be guaranteed to all people regardless of where they live. Source 6.1.5.CivicsHR.3</p>	<p>Create a Directory of websites dedicated to human rights. (UN Watch, Human Rights Watch, Doctors Without Borders, Amnesty International, Human Rights Foundation, etc.) Create a map and mark countries where human rights are being violated. 6.1.5.CivicsHR.3</p>	<p>Plan a remembrance event with visuals or videos for your class or school for Human Rights Day on December 10. The third Monday in January is Rev. Dr. Martin Luther King, Jr., Day and many communities remember civil rights in the United States on this date. (or on April 4) 6.1.5.CivicsHR.3</p>
<p>Host an event in your classroom to recruit volunteers to make your school and/or community a better place. Explain the importance of volunteers and how people are contributing to the common good. (i.e. cleanup, sending greeting cards, helping pre-school teachers, awareness of allergies, safety, environment, etc. 6.1.5.CivicsCM.6</p>	<p>Contact leaders in your school district and community about the volunteer activities students and people are doing, (Rotary, Interact, Honor Society, Chamber of Commerce, League of Women Voters, Scouts, religious organizations, etc.) or interview parents, faculty and staff in your school about serving as a juror: 6.1.5.CivicsCM.6</p>	<p>Celebrate and honor the work of volunteers in your school and community with a breakfast, lunch, assembly, or small flags. Learn about the places and people they serve and why they volunteer their time. 6.1.5.CivicsCM.6</p>
<p>Identify three federal or state laws protecting minorities. U.S. Department of Justice and NJ Division of Civil Rights 6.1.5.CivicsHR.1</p>	<p>Research the state calendar on excused pupil absences for religious observations. Engage in a discussion about the meaning of the freedom of religious expression or invite members of the clergy or community to speak about religious</p>	<p>Invite a lawyer or social studies teacher to speak to the class about the rights of students, the protections in the Bill of Rights, and the importance of responsible behaviors. 6.1.5.CivicsHR.1</p>



	<i>observances and the separation of church and state. 6.1.5.CivicsHR.1 .</i>	
<i>Make a list of two domestic and two foreign policy decisions made by President Washington and President Jefferson. Explain how these decisions were supported or not supported by groups of people in the United States, and in New Jersey in particular. 6.1.5.HistoryCC.3</i>	<i>Research the biography of William Livingston, his leadership as New Jersey's first governor, and the landmarks in our state that honor his legacy. (Liberty Hall Museum, Township of Livingston, Livingston Campus at Rutgers, etc.) Source 6.1.5.HistoryCC.3</i>	<i>Use the source, Historical Markers in NJ, to search for historical markers in your county. Identify those that represent Ben Franklin, William Livingston, George Washington and Thomas Jefferson. Identify additional markers that are related to our state and national government, the principles of equality, diversity, and freedom. 6.1.5.HistoryCC.3</i>

Grade 4 – Unit Three: Levels of Government

Once students have an understanding of the purpose of government, they can begin to identify the various structures of government that exist at the local, state and federal levels. Students can explore how and why power is divided amongst the various levels and their role and power in each.

Core Idea	Performance Expectations	Learning Objectives	Interdisciplinary Suggestions
In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.	To identify the people representing your community. (i.e. school, Council, State Assembly, State Senate, Congress, U.S. Senate)	Create a Directory of the elected Public Servants who represent you and include their years of service.
Levels of government (i.e., local, state, and federal) have different powers and responsibilities	6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.	Visit the websites of your local and county governments and the State of New Jersey. Review the agencies and responsibilities of each level of government and explain how they work together .	Collaborate with an art teacher to develop a graphic to illustrate how government functions in your community, in New Jersey, and in Washington, D.C.



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<p>A major role of citizens in a representative democracy is to make responsible decisions about who should govern.</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>To research the backgrounds of elected officials and their responsibilities. (mayor, governor, president, vice-president)</p>	<p>Research the educational background and experience of representatives currently serving at the local, state, or national level, and/or candidates running for election.</p>
<p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<p>6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</p>	<p>Review the qualifications (i.e. Job Descriptions for positions in your school district (i.e. Principal, Superintendent, Business Administrator, etc.) and people in local government. (i.e. Police and Fire Chief, Director of Public Works, Tax Assessor, etc.)</p>	<p>Write an essay on a position in government you would be interested in serving. Identify one of the youngest elected or appointed people serving in your school district and local government.</p>
<p>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</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>To identify a problem or concern at the local level and explain who to contact to resolve it.</p>	<p>Schedule interviews or virtual conferences with representatives and ask them about their work and how they are policy makers.</p>
<p>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</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>To write a letter to an elected representative requesting information or presenting a specific concern.</p>	<p>Write a letter to an elected official about a specific issue. Contact your mayor, NJ representative in the Assembly, NJ state senator, and your congressional representatives in Congress and ask them about the number of letters, emails, phone calls, etc. they receive each week.</p>
<p>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</p>	<p>6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p>	<p>To debate different perspectives on issues at the local, state, and national levels of government. To analyze the diversity of cultures in your school or community and report on the extent they are represented in local government.</p>	<p>Identify a controversial issue and conduct a survey regarding anonymous views. Meet with a Sociology or Math teacher about creating a survey with low bias and how to interpret the data. Analyze perspectives by age, gender, location, etc.</p>
<p>Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</p>	<p>6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</p>	<p>To propose a solution to a current issue in your school, community, or in New</p>	<p>Prepare a structured debate regarding the comparative advantages of two or more solutions to a problem. For example,</p>



		Jersey. (i.e. bike lanes, EV charging stations, parking, safety, etc.)	what are different ways to motivate students to reach a class average of 80% or more in a specific subject.
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Compelling & Supporting Questions

- ❖ **How can individuals and elected representatives work together to create positive change in their communities and the nation?**
 - What is the role of elected representatives in a representative democracy, and how do they interact with citizens?
 - How do the different levels of government (local, state, and federal) function, and what are their respective powers and responsibilities?
 - How can individuals initiate change and influence public policymaking through various forms of civic participation?
- ❖ **Is a representative democracy a fair form of government for the people?**
 - How effectively is representative democracy working in your community?
 - Should representatives meet specific qualifications before being elected?
 - What are some examples of how the government in your community resolved a conflict or problem?

Sample Skills-Based Activities

The following suggested activities are designed to support the integration of the 2020 NJSLSS-SS Social Studies Practices through the designated performance expectations.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>Make a chart of current issues that illustrates how the United States is a competitive democracy with ideas based on the policies of two political parties, the media, and institutions within our society. Draw a continuum line and ask students to define where they think their congressional representative and two NJ senators stand on these issues. (i.e. environment, immigration, taxes, regulation of social media, etc.)</i> 6.1.5.CivicsPI.3</p>	<p><i>Identify the elected representatives serving your school, community, county, and state. Identify their perspective on government or issues based on their political party association or their stated positions on issues, their years of service, and their experience. Make a claim about their contributions as an elected representative or officer.</i> 6.1.5.CivicsPI.3</p>	<p>Make a chart and present it to your class about the terms of office of elected representatives to your Board of education, town government, county, state representatives, and members of the U.S. Congress. Illustrate with a graph, the diversity of representatives by age, gender, experience, race, ethnicity, religion profession, accomplishments, etc. 6.1.5.CivicsPI.3</p>



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<p>Visit the website of your county government and identify the services it provides. (i.e. taxes, law, public safety, health, recreation, education, utilities, employment, business, etc. Research through inquiry and questions three different areas. Do the same for the state government and your local community. 6.1.5.CivicsPI.5</p>	<p>Guide students through how the levels of government influence their education at the local (curriculum, hiring teachers, budget, etc.), county and state (standards, state tests, money, certification of teachers, etc.) and the federal government (disabilities and special needs, civil rights, grants, etc.) 6.1.5.CivicsPI.5</p>	<p>Create a Venn Diagram or graphic organizer about the different functions of local, county, state, and federal government in the areas of education, public health, taxes, reducing poverty, housing, and transportation. 6.1.5.CivicsPI.5</p>
<p>Identify three or more positions up for election in November or review the positions of a recent election. (council, mayor, Board of Education, state assembly/senate, congress, sheriff, freeholder, etc. Identify the candidates running for election and prepare questions to them for a simulated town hall meeting or debate. 6.1.5.CivicsPD.4</p>	<p>Make a chart of the qualifications for different offices (mayor, school board member, governor, state representatives, members of congress, president, etc.). Ask students if additional requirements should be considered (experience, education, residency, citizenship, etc.) Research the qualifications of several elected representatives and appointed leaders. 6.1.5.CivicsPD.4</p>	<p>Research the election results of candidates in a recent election, graph and analyze the results. When possible, find the results of a close election that was decided by less than 100 votes. Also, research how many people voted in the election and compare this to the number of registered voters. 6.1.5.CivicsPD.4</p>
<p>Make a chart or Directory on a large poster of elected representatives (mayor, council, school board, governor, NJ assembly representative, NJ senate representative, U.S. Congress representatives, U.S. president, etc.) and identify different ways to contact them. Identify examples of how leaders in government provide opportunities to listen to the views of the people they represent. (i.e. surveys, websites, town meetings, time for public comments at meetings, etc.) Who Can Be Governor of New Jersey?, Who Represents You in Trenton? 6.1.5.CivicsPD.1</p>	<p>Write letters to elected representatives asking them about a pending issue they have been discussing, requesting information, or asking a question. 6.1.5.CivicsPD.1</p>	<p>Consider focusing on the judicial branch of government at the local, county, state, and federal levels of government. Consider researching or interviewing individuals who work with the judicial branch of government. (police, lawyers, jurors, judges), Office of the NJ Attorney General, justice on the NJ Supreme Court, and the work of the U.S. Supreme Court. New Jersey's Judiciary 6.1.5.CivicsPD.1</p>
<p>Use the U.S. Census Bureau to get data on the diversity of the population in your community and county. Identify one or more issues or concern that affects one of the minority populations (age, gender, ethnicity, etc.) in your area at the local, state, and perhaps an issue that is of a national or global concern. (taxes, poverty, education, human rights, employment, housing, etc.) 6.1.5.CivicsPD.3</p>	<p>Research examples of how local government leaders consider the needs and interests of diverse populations regarding the work of the NJ Office of Diversity and Inclusion, school holidays, employment, mental health counseling, and foreign policies that may affect specific ethnic or religious populations. 6.1.5.CivicsPD.3</p>	<p>Make a presentation about the demographic profile of the population in your county and if possible, in your community. Illustrate with graphs and visuals the information and concerns that affect population groups by age, income level, gender, race, ethnicity, religion, etc. U.S. Census Bureau 6.1.5.CivicsPD.3</p>
<p>Examine the qualifications for mayor, governor, Congress, and President of the United States. Ask a series of questions about 'missing' qualifications that</p>	<p>Consider using excerpts from the lesson Improving Your Community to introduce the importance of civic engagement by citizens, especially, children and young</p>	<p>Research the qualifications for the non-elected positions in your school of a teacher, administrator, business Administrator, nurse, and superintendent and compare</p>



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<p>you want to survey your class (or parents) about. (education, experience, age, residency, community service, previously elected, etc.) 6.1.5.CivicsCM.4</p>	<p>adults. The concept of promoting a ‘common good’ is important for every community regarding how to best meet the needs of both the majority and minority population. Consider a simulated or real concern facing your school community (busing to school, need for renovation of existing facilities, adding additional programs to help students, homework policy, etc.) and research the competing interests and views regarding the discussion of the real or simulated proposal. 6.1.5.CivicsCM.4</p>	<p>them with the qualifications for elected positions of a mayor, sheriff, state assembly representative and senator, NJ governor, president and cabinet officers, and associate justices on the U.S. Supreme Court. 6.1.5.CivicsCM.4</p>
<p>Create a Directory of government (town and school) offices and representatives who can help with solving problems. For example, HOW TO... file a complaint, get information about remodeling a home, location of food resources, help with paying utility bills, information on buses and trains, how to get information on special education programs or a 504 plan, resources for tutors, etc. 6.1.5.CivicsPD.2</p>	<p>Write letters to elected representatives (or when possible, invited an elected representative to speak to your class) about a current issue, or to learn more about why they are public servants. Visit the website of your U.S. representative in Congress and our two U.S. senators regarding the different ways they provide assistance to the people in their district. (internships, appointments to military academies, Social Security, Medicare and Medicaid, flag requests, citizenship, visits to Washington, D.C., etc.) 6.1.5.CivicsPD.2</p>	<p>Create a ‘news style’ video presentation on how students or teenagers are making a positive difference in New Jersey and our nation. Collaborate with the social studies supervisor at the high school, administration, and local news reports to identify examples. Source Source 6.1.5.CivicsPD.2</p>
<p>Watch a video (Schoolhouse Rock) on how a bill becomes a law. Visit the NJ Legislature website regarding the number of proposed and pending bills. Conduct a classroom simulation of writing a bill, sending it to committee, holding public hearings, voting on it on one house and if it passes voting on it in the second house, and having the president sign or veto it. When there is a public policy your Board of Education is considering, this would also be a good example for students. 6.1.5.CivicsPR.4</p>	<p>Identify a policy before your school board or town council and research information on both sides of the issue. Present information on the timeline of the issue. (how it became a concern, who write the resolution or policy, research, public hearings, consultation on budget or legal matters, communication with the public, length of time for debate/discussion, etc.) 6.1.5.CivicsPR.4</p>	<p>Conduct a simulation in your class or grade level on a real or hypothetical issue. (change grade reporting from numbers to letters, weekend homework policy, changes to menu for lunch, EV charging stations in parking lot, etc.) Write the recommendation, identify budget, timeline for information, legal issues, seek competing points of view, consider amendments, conduct a secret ballot vote, etc.) 6.1.5.CivicsPR.4</p>



Grade 4 – Unit Four: Government of the United States

This unit takes a deeper dive in understanding the power and structure of the US government and how it compares to other nations.

Core Idea	Performance Expectations	Learning Objectives	Interdisciplinary Suggestions
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.	To identify the branches of government at the federal level and in New Jersey. To diagram and explain the three branches of government.	Collaborate with an art teacher to draw creative and colorful diagrams to illustrate how our government functions. Diagrams (Art)
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.	To identify the elected representatives who represent you at the local, county, state, and national levels of government.	Collaborate with an art teacher to illustrate through a graphic illustration the separate and shared powers between our states and national governments.
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.	To understand the system of checks and balances, separation of powers, concept of limited government, and the Federal System in our constitution.	Produce a short video, skit or play about the importance of popular sovereignty and government by the people, for the people, and with the people.
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.	To compare our republic form of government with a parliamentary system, monarchy, and authoritarian form of government.	Identify examples of the governments and unique customs or laws of other countries. (Britain, Israel, Russia, China, Saudi Arabia, Brazil, etc.) (Geography)
There are different processes for establishing rules and laws.	6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.	To understand the process of becoming a naturalized citizen. To research the 1965 Immigration and Nationality Act and how immigrants have contributed to your community over time.	Research the experiences of immigrant populations in your community and/or New Jersey. Take a practice citizenship test or meet with a lawyer who works with immigrants about their work.
The government uses a variety of tools to pay for the goods and services it provides to individuals and communities.	6.1.5.EconNE.1: Explain the ways in which the government pays for the goods and services it provides.	To understand the importance of the local and state economy in providing employment. To research the problem of poverty and food insecurity at the state level and how the government provides services to people in need of income.	Analyze the unemployment rate for New Jersey and for the United States over the past two years. Discuss which populations in New Jersey have the highest unemployment rates and propose a solution. (Math)



		To explain the circular flow of money and the multiplier effect of spending money in the local economy.	Source
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.	To identify examples of the global economy in your community or New Jersey. (i.e. Port Authority of New York and the Philadelphia Regional Port of Authority)	Research the importance of your school district to the local economy. Identify the goods imported and exported in New Jersey and/or the metropolitan areas of Philadelphia and New York. Source

Compelling & Supporting Questions

- ❖ **How do the different levels and branches of government work together to serve the people and uphold the principles of the United States Constitution?**
 - What are the roles and responsibilities of the three branches of the national government, and how do they balance each other?
 - How do national and state governments share power in the federal system, and what are the benefits of this arrangement?
 - How does the United States Constitution define and limit the power of government, and why is this important?
- ❖ **Why has our democratic form of government endured challenges over time?**
 - Has the separation of powers in the three branches of our national government protected the values of democracy over time?
 - How has the federal system of government between the individual states and the national government contributed to our democracy?
 - How has citizenship contributed to our democracy?

Sample Skills-Based Activities

The following suggested activities are designed to support the integration of the 2020 NJSL-SS Social Studies Practices through the designated performance expectations.

<i>Research the Judicial Branch of government, especially the architecture of the U.S. Supreme Court, NJ Supreme Court, the District Court in Newark, and the courthouse in your county. Invite a policeman to speak about public safety and how they enforce laws to keep people safe. Consider an appropriate case about children to discuss.</i> Source 6.1.5.CivicsPI.6	<i>Make a list of presidents, and consider the presidents and vice-presidents who have a connection to New Jersey. (Garfield, Cleveland, Wilson, Nixon, Trump, Hobart) Make a list of their accomplishments and interview teachers in your school about their perspective and knowledge of them.</i> 6.1.5.CivicsPI.6	<i>Consider a simulation of the three branches of our government in the passing of a bill that becomes law and is reviewed by the U.S. Supreme Court. (i.e. regulation of social media)</i> 6.1.5.CivicsPI.6
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<p>Compare the advantages and disadvantages of how a parliamentary government works in Israel compared to the republic form of government in the United States regarding elections, structure of Congress, political parties, passing laws, etc. Compare the structure of a constitutional monarchy (Denmark) with an authoritarian government. (China) 6.1.5.CivicsPI.9</p>	<p>Compare and contrast the governments of Canada, Mexico and the United States. Gather information about their presidents, congress, state governments, problems, and political parties. 6.1.5.CivicsPI.9</p>	<p>Make a presentation about organizations that world governments belong to. In your presentation explain how individual countries support each other. (United Nations, World Court, World Health Organization, World Bank, NATO, OAS, IMF, G-7, G-10, G-20) 6.1.5.CivicsPI.9</p>
<p>Make a Venn Diagram to explain the individual and shared powers of the federal and state governments. Design a Jeopardy style board game with questions about how decisions are made. 6.1.5.CivicsPI.7</p>	<p>Use the lesson suggestions in National, State and Local Government to teach about the responsibilities of the states and national government in our federal system of government. 6.1.5.CivicsPI.7</p>	<p>Invite a principal or the superintendent of schools to speak to your class about the role of the local, state, and federal government in education, and in particular your school. 6.1.5.CivicsPI.7</p>
<p>Gather information about the limits of government power and the importance of local and state government in your everyday life. 6.1.5.CivicsPI.8</p>	<p>Review Article I, Section 8, Article V on the Supremacy Clause, and the Tenth Amendment. Then hold a series of press conferences to answer questions about how to handle different situations. (labor strike, pandemic, civil unrest, money to help families with losses from an earthquake, bill to change requirements for a high school diploma, etc. 6.1.5.CivicsPI.8</p>	<p>Use the handouts and resources in the Template from the NJ Center for Civic Education, for a class presentation on the powers of local, state, and the national governments. 6.1.5.CivicsPI.8</p>
<p>Research information about the taxes collected in your community and how the money is spent. Interview your mayor or member of the Council about plans to spend tax dollars in the future. (i.e. new police cars, improvement to parks, new technology, schools, etc.), 6.1.5.EconNE.1, 6.1.5.EconNE.5</p>	<p>Analyze the economy of New Jersey and compare it to the population in the United States. Identify how to find a job in your school district and community. Source Job Search 6.1.5.EconNE.1, 6.1.5.EconNE.5</p>	<p>Make a [presentation on public and private goods. Make comparisons to a country with a socialist economy (Denmark) and the goods and services provided by their system of government and the taxes the people pay. 6.1.5.EconNE.1, 6.1.5.EconNE.5</p>
<p>Make a list of the reasons why people want to come to America. (work, asylum, family members are here, education, etc.) and the path to become a naturalized citizen. Source Naturalization Statistics 6.1.5.CivicsPR.2</p>	<p>Print a sample citizenship test and make a category of the information on it. (knowledge of government, history, etc.) Source 6.1.5.CivicsPR.2</p>	<p>Celebrate Citizenship by watching a video of immigrants in NJ who became naturalized citizens, and make a presentation on the statistics of the immigrants who are active and responsible citizens in NJ and the USA. Source U.S. Citizenship and Immigration Services 6.1.5.CivicsPR.2</p>



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