

Englewood on the Palisades Charter School
Fourth Grade Social Studies Curriculum
Aligned With the 2020 New Jersey Student Learning
Standards

The Vision for Social Studies Education in New Jersey

Introduction

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

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;
- 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.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008). Each disciplinary practice below is accompanied by sample performance expectations that illustrate each of the practices.

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

- 6.1.2.HistorySE.3: Use historical data from a variety of sources to *investigate the development of a local community* (e.g., origins of its name, originating members, important historical events and places).
- 6.1.5.GeoPP.5: Describe *how the migration and settlement patterns of Native American groups impacted different regions* of the Western Hemisphere.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

- 6.1.2.HistoryCC.1: *Use multiple sources* to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.5.GeoGI.1: *Use multiple sources* to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

- 6.1.2.HistoryUP.1: Use primary sources *representing multiple perspectives* to compare and make inferences about why there are different accounts of the same event.
- 6.1.5.HistorySE.1: Examine *multiple accounts* of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based

on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

- 6.1.2.CivicsPR.2: *Cite evidence* that explains why rules and laws in school and communities are needed.
- 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).

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

- 6.1.2.HistoryCA.1: *Make an evidence-based argument* about how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.5.HistoryCA.1: *Craft an argument*, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

Engaging in Civil Discourse and Critiquing Conclusions

Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

- 6.1.2.CivicsPD.1: *Engage in discussions* effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.3.5.GeoGI.1: Use technology to *collaborate with others who have different perspectives* to examine global issues, including climate change and propose possible solutions.

Taking Informed Action

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

- 6.3.2.CivicsPD.1: With adult guidance and support, *bring awareness of a local issue to school and/or community members* and make recommendations for change.

- 6.3.5.CivicsPD.3: *Propose a solution* to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:

- Interdisciplinary connections (N.J.A.C. 6A:8-1.1)
- 21st century themes and skills (N.J.A.C. 6A:8-1.1)*
- Holocaust and genocides (N.J.S.A. 18A:35-28)*
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)*
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)
- Asian American, Pacific Islander history and contributions (N.J.S.A. 18A:35-4.44)

Elementary Social Studies Requirements

- Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements

- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two quarters or equivalent Civics course (N.J.S.A. 18A:35-41)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

High School Requirements

- At least 15 credits in social studies (N.J.A.C. 6A:8-5.1)
- Integration of civics, economics, geography and global content in all course offerings* (N.J.A.C. 6A:8-5.1)
- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two years of US History in high schools including history of New Jersey and of African-Americans (N.J.S.A. 18A:35-1)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

*Already integrated into existing New Jersey Student Learning Standards

Social Studies Curriculum Fourth Grade

Unit	Time
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Unit 1: Democracy, Rights, and Responsibilities: The Power of Civic Engagement	25-30 Lessons (Sept-Nov)
Unit 2: Roots and Routes: How Geography Shapes Culture	25-30 Lessons (Dec-Feb)
Unit 3: Exploring New Jersey: Land, People, and History	25-30 Lessons (Mar-April)
Unit 4: The Spark of Change: Exploring the Role of Innovation in Society	25-30 Lessons (May-June)

Unit 1: Democracy, Rights, and Responsibilities: The Power of Civic Engagement
Duration: 25 - 30 days (September - November)
Unit Overview: In this unit, students will embark on an engaging exploration of civics, government, and human rights. They will uncover the structure and functions of the U.S. government, identify the rights and responsibilities of citizens, and investigate the historical and contemporary figures who have shaped the nation's commitment to equality and justice. Through interactive activities, students will discover how the various levels of government (local, state, and federal) operate, learn about democratic ideals and symbols, and explore the ways they can advocate for change in their own communities. The unit culminates in a deep dive into civil rights and the heroes who fought for freedom and justice. By the end, students will have developed a strong understanding of how civic involvement can contribute to the betterment of society. By the end of this unit, students will have a deeper understanding of how government functions, how to be active, informed citizens, and the importance of advocating for change in their communities to ensure the protection of human rights. This unit will not only enhance students' geographical knowledge but also foster critical thinking about the environment and human geography, helping them become informed and responsible global citizens.
Enduring Understandings: • Levels of government (local, state, and federal) have different powers and responsibilities. • A major role of citizens in a representative democracy is to make responsible decisions about who should govern. • Fundamental rights that allow democratic societies to function can be seen at all levels of government in society. It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. • Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.
Essential Questions: • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
Student Learning Outcomes:

By the end of the unit, students will be able to:

- Understand the structure of the U.S. government and identify the roles of local, state, and national levels.
- Explore the significance of symbols, ideals, and systems that unite all Americans.
- Advocate for changes by interpreting and analyzing documents and situations.
- Examine the history and influence of civil rights leaders, particularly their impact on social change.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1 - U.S. History:** America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world
- **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.
- **6.1.5.CivicsPI.5:** Explain how government functions at the local, county, and state level.
- **6.1.5.CivicsPI.6:** Distinguish the roles and responsibilities of the three branches of the national government.
- **6.1.5.CivicsPI.7:** Explain how national and state governments share power in the federal system of government.

Interdisciplinary Standards

English Language Arts:

- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.** Summarize a literary text and interpret the author's theme citing key details from the text.
- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RL.PP.4.5.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RI.PP.4.5.** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
- **W.AW.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- **A.**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **B.**Provide reasons that are supported by facts from texts and/or other sources.
- **C.**Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- **D.**Provide a conclusion related to the opinion presented.
- **W. IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - **A.**Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
 - **B.**Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - **C.**Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

21st Century Themes and Skills

8.1 Computers and Design Thinking

- **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.
- **8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.

9.4 Life Literacies and Key Skills

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- **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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- **9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

Targets	Focus Lessons	Resources
Identify and describe the three branches of government and the levels (local, state, federal).	Government Role Match: Students match responsibilities to the correct branch and level using sorting cards.	Government sorting cards, chart paper, markers, anchor chart template
Understand the functions of the executive, legislative, and judicial branches.	Create a Classroom Government: Assign roles and simulate passing a class "law."	Role cards, example laws, teacher guide for class simulation
Identify symbols and ideals that represent American democracy.	American Symbols Gallery Walk: Students rotate through stations	Printed images of U.S. symbols (flag, eagle, Liberty Bell), station reflection

	analyzing symbols and writing their meanings.	sheets
Understand the rights and responsibilities of citizens.	Civic Responsibility Brainstorm: Students create posters showing one right and one responsibility of citizenship.	Chart paper, markers, citizenship scenario cards
Analyze how civil rights leaders influenced American history and promoted justice and equality.	Biography Study: Students work in groups to research and present on a civil rights leader using a presentation board or slideshow.	Civil rights biographies (e.g., MLK Jr., Rosa Parks), computers or poster materials
Explore the impact of democratic ideals such as equality, freedom, and justice.	Class Debate: Hold a respectful debate using a prompt like “Should voting be mandatory?” to explore differing opinions and civic participation.	Debate guidelines, prompt cards, graphic organizer for arguments
Learn how citizens can advocate for change in their communities.	Community Change Project: Students identify a school/community issue and write a persuasive letter or campaign to promote change.	Letter-writing templates, sample advocacy letters, community issue brainstorming worksheet
Use documents and historical context to understand human rights.	Document Dive: Analyze excerpts from the Bill of Rights, Constitution, or UN Declaration of Human Rights to identify key rights.	Primary source excerpts, comprehension questions, highlighters
Evaluate the consequences of civic actions from multiple perspectives.	Historical Role Play: Students act out a historical scenario (e.g., school integration, suffrage movement) and reflect on outcomes.	Scripts or scenario cards, discussion reflection sheets
Reflect on their role as active citizens and how to contribute to a just society.	“I Can Make a Difference” Journals: Students write about ways they can take action in their lives to promote fairness and justice.	Journals or writing notebooks, prompt list

Assessments

Formative Assessment

- Observation during activities and group discussions.
- Participation in classroom rule-making and voting exercises.
- Exit slips, quizzes, and research activities to check understanding.
- Informal questioning and class discussions.
- Engagement during activities.

- Written responses to reflective questions.

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.
- End-of-chapter assessments and quizzes from *Houghton Mifflin Communities and More* series.
- Civil Rights Hero project (presentation and/or written report).

Alternate Assessment

- **Civics Quiz**
A short quiz with multiple-choice and short answer questions about government structure, levels, symbols, and civic ideals.
 - **Government Structure Diagram**
A labeled chart or graphic organizer showing the three branches of government and the responsibilities of federal, state, and local levels.
 - **Civic Responsibility Poster**
A creative poster illustrating a civic responsibility (e.g., voting, obeying laws) and its importance to the community.
 - **Civil Rights Leader Report**
A written or visual report on a civil rights leader, covering their biography, achievements, and impact on social justice.
 - **Advocacy Letter or Campaign**
A persuasive letter or campaign plan addressing a local issue students care about, encouraging change through civic action.
 - **Class Government Simulation Reflection**
A reflective writing assignment following a simulation of a classroom government, discussing challenges, roles, and decision-making.
 - **Bill of Rights Primary Source Analysis**
An activity analyzing simplified excerpts of the Bill of Rights to identify and explain key freedoms and their significance.
 - **Debate Performance and Rubric**
A classroom debate where students argue for or against a civic issue, assessed with a rubric focusing on evidence, clarity, and respect.
- Final Performance Task: “My Role as a Citizen” Project**
A culminating project where students create a visual or multimedia presentation about what it means to be an active, responsible citizen.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed

● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

Unit 2: Roots and Routes: How Geography Shapes Culture

Duration:

25 - 30 days (December - February)

Unit Overview:

In this 4th-grade social studies unit, students will embark on a journey to explore the geography, cultures, and environmental impacts of various regions across the United States. Through interactive lessons, students will examine how physical geography—such as landforms, climate, and weather—shapes where people live and how they work. They will explore how human activity influences the environment, both positively and negatively, and learn about the cultural diversity that has shaped the country. The unit will also emphasize the importance of sustainability and environmental stewardship.

By the end of the unit, students will have a deeper understanding of how geography influences society and will be equipped with the tools to analyze regional differences using maps, geographic technologies, and spatial thinking. Students will also engage in active citizenship by researching and advocating for sustainable practices to protect the environment.

Enduring Understandings:

- Regions form and evolve due to unique physical characteristics, economies, and cultures.
- Settlement patterns vary greatly across time and space, influenced by geography, history, and culture.
- Geographic tools like maps, models, and technologies help us analyze and communicate spatial information.
- Human activities impact the environment, and this can result in both positive and negative changes.

Essential Questions:

- How do physical geography, human geography, and environmental factors shape cultures, societies, and nations?
- What does sustainability mean, and how can we conserve natural resources for future generations?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Analyze the geography, culture, and economy of different U.S. regions.
- Understand the impact of landforms, climate, and natural resources on where people live and work.
- Explore how cultural, environmental, and historical factors have shaped different regions.
- Use geographic tools, such as maps and digital technologies, to examine and communicate information about regions.
- Participate in discussions on sustainability and propose solutions for local and global environmental challenges.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.5.GeoPP.1:** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- **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.
- **6.1.5.GeoPP.3:** Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- **6.1.5.GeoPP.5:** Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- **6.1.5.GeoPP.6:** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- **6.3.5.GeoHE.1:** Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
- **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).
- **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.
- **6.1.5.GeoSV.3:** Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

- **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).
- **6.1.5.GeoSV.5:** Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- **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).
- **6.1.5.GeoHE.3:** Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Interdisciplinary Standards

English Language Arts:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

- **RL.CI.4.2.** Summarize a literary text and interpret the author's theme citing key details from the text.
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 - **D.** Provide a conclusion related to the opinion presented.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - **A.** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
 - **B.** Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - **C.** Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

21st Century Themes and Skills

8.1 Computers and Design Thinking

- **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.
- **8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.

9.4 Life Literacies and Key Skills

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- **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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- **9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

Targets	Focus Lessons	Resources
Identify and describe physical features and landforms across U.S. regions	Analyze physical maps and create 3D landform models	Physical and political maps, clay or recycled materials for model creation, videos of U.S. geography
Explain how landforms, climate, and resources influence where people live and work	Regional case study jigsaw: students research and present how geography influences daily life	Region-specific informational texts, laptops/tablets, anchor chart templates
Compare cultures of different U.S. regions based on geography and settlement	Culture gallery walk: students display and present posters of regional cultural traits	Chart paper, markers, multimedia links (music, images, traditions), regional food descriptions
Use geographic tools and technologies to gather and communicate information	Digital map scavenger hunt using tools like Google Earth or interactive state maps	Computers/tablets, Google Earth, interactive regional maps, printed scavenger hunt sheet
Examine the effects of human activity on the environment	Environmental cause-and-effect diagram based on scenarios (e.g., deforestation, farming)	Graphic organizers, informational texts, short video clips on environmental change

Analyze historical migration and its impact on U.S. regions	Story mapping: create migration timelines and maps of Native American groups or immigrant paths	Timelines, U.S. history atlases, primary source excerpts, migration-themed storybooks
Distinguish between voluntary and involuntary migration experiences	Perspective-writing: write journal entries from viewpoints of different migrating groups	Writing journals, historical background texts, example letters or diary entries
Explore regional sustainability practices and climate issues	Research and create regional sustainability brochures promoting eco-friendly solutions	Brochure templates, online environmental resources, articles, science texts
Summarize and synthesize how geography shapes culture and society	Interactive class timeline showing historical and geographic changes across the regions	Poster boards, construction paper, yarn for timeline, visuals or printed photos
Advocate for environmental stewardship at local or global levels	Plan and deliver a short presentation or campaign on a chosen environmental topic	Presentation rubric, multimedia tools, student checklists, audience feedback sheets

Assessments

Formative Assessment

- Observation of participation in class discussions and activities.
- Exit slips after lessons to check understanding of cultural symbols and history.
- Activity participation, including collaborative group work and projects.
- Participation in group discussions and virtual field trips.
- Completion of maps and presentations.
- Responses to reflective questions and journal prompts.

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.
- Culminating Group Project: A presentation on a U.S. region, focusing on geography, culture, history, and environmental impact.
- A written report on sustainability and conservation efforts in a specific region of the U.S.

Alternate Assessment

- Written or visual representation of a national holiday or symbol.
- Project-based assessments, where students can choose their preferred method of presentation (drawing, writing, or oral presentation).
- **Geographic Feature Quiz** – Identify landforms, climates, and resource regions on a map.
- **Regional Culture Poster** – Poster project illustrating how geography influences regional culture.

- **Migration Timeline and Journal** – Combined visual and written task showing migration patterns and perspectives.
- **Environmental Cause-and-Effect Diagram** – Visual organizer explaining the impact of human activity.
- **Digital Map Task** – Use a geographic tool to identify and present a region’s key features.
- **Sustainability Brochure** – Informational writing and visuals advocating for regional environmental practices.
- **Student-Led Presentations** – Oral or multimedia presentations proposing solutions to environmental issues.
- **Culminating Performance Task: Roots and Routes Project** – Create a final product that synthesizes regional geography, culture, and environmental challenges using maps, visuals, and written explanation.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals /
- Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Unit 3: Exploring New Jersey: Land, People, and History

Duration:

25 - 30 days (March-April)

Unit Overview:

In this unit, fourth-grade students will explore the rich history, culture, and geography of New Jersey. Through engaging lessons, students will examine the early settlers of New Jersey, including the Lenni Lenape, and explore the diverse geography and landforms that have shaped the state's development. They will also study New Jersey's 21 counties, learning about their unique features, industries, and contributions to the state's identity. By investigating key historical events, regions, and the state's current political landscape, students will gain a deeper understanding of how people and places have shaped New Jersey. Through a research project, students will engage in hands-on learning to present their findings about a specific county in the state, demonstrating their understanding of New Jersey's cultural, geographical, and political landscape. This restructured unit on New Jersey blends interactive activities, historical exploration, and research-based learning, ensuring students have a well-rounded understanding of the state and its role in shaping American heritage.

Enduring Understandings:

- Interactions of people and events throughout history have shaped New Jersey into the state it is today.
- New Jersey's diverse geography, including its landforms and climate, impacts the lives of its residents and supports its economy.
- The state's 21 counties each have unique characteristics that attract residents and visitors for different reasons.

Essential Questions:

- Who were the first settlers of New Jersey and how did they influence our current society?
- How do landforms, climate, and weather impact New Jersey residents and the economy?
- What are the different regions and counties of New Jersey, and what makes them special?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Identify the first settlers of New Jersey and explain how they influenced the development of the state.
- Understand and identify key geographical features (landforms, climate, weather) in New Jersey and their impact on residents and industries.
- Name the 21 counties of New Jersey and understand what makes each unique in terms of politics, economy, and culture.
- Conduct independent research on a New Jersey county and create an immersive project that showcases their findings.

Social Studies

- **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.
- **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.
- **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).
- **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.
- **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).
- **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.
- **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
- **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.

Interdisciplinary Standards

English Language Arts:

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

21st Century Themes and Skills

8.1 Computers and Design Thinking

- **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.
- **8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.

9.4 Life Literacies and Key Skills

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- **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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- **9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3)

Targets	Focus Lessons	Resources
Students will identify the Lenni Lenape as the first settlers and explain their impact on NJ culture	Watch documentary clips and discuss Lenni Lenape lifestyle; create illustrated Lenape timeline	Videos from NJ PBS, Scholastic articles, Lenni Lenape primary source excerpts, timeline template
Students will analyze how European colonization affected the Lenni Lenape and NJ development	Read texts from multiple perspectives; hold a Socratic seminar on colonization impacts	Articles, primary source letters and maps, NJ historical society archives
Students will describe NJ's major landforms, weather, and climate patterns	Label NJ physical geography map; conduct a weather charting activity; simulate landform models	Physical maps of NJ, weather journals, clay or craft supplies for model making
Students will examine how geography influences how and where people live and work	Compare two NJ regions for housing, jobs, and natural resources; create a double-bubble map	NJ economic region profiles, graphic organizers, digital mapping tools
Students will locate and describe the 21 counties of NJ and what makes each unique	Puzzle map activity of counties; each student selects one county to research	NJ county fact sheets, printable county maps, computers/tablets for research
Students will use maps and other visuals to identify geographic similarities and differences	Work in teams to create a travel brochure highlighting features of different counties	Digital or print maps, Canva or Google Slides, NJ tourism websites
Students will describe how NJ history has shaped current society	Create a historical timeline with key NJ events and their effects; classroom NJ museum walk	Timeline chart paper, event cards, classroom display materials
Students will conduct research on a chosen NJ county and present findings in multimedia format	Research county's geography, culture, economy, and government; build interactive posters or videos	Chromebooks, Google Slides/Canva, poster supplies, NJ government sites
Students will evaluate the role of inventions and influential NJ figures in shaping the state	Biography projects on NJ inventors or leaders; students present through skits or speeches	Biographies of Thomas Edison, Alice Paul, etc.; props and costumes for presentations

Students will apply digital literacy and design thinking to share their research creatively	Use digital tools to create a visual report or infographic on county features	Canva, Piktochart, Google Slides, rubric for multimedia projects
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Assessments

Formative Assessment

- Observation during activities and group discussions.
- Participation in classroom rule-making and voting exercises.
- Exit slips to check understanding.
- Informal questioning during lessons.
- Class discussions and student participation.
- Exit slips and quizzes on New Jersey history and geography.
- Research activities and written responses.

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.
- End-of-chapter assessments and quizzes (from HMH Communities and More textbook).
- Final research project on New Jersey counties with a scoring rubric for evaluation.

Alternate Assessment

- Activities such as written assignments and participation in group discussions will accommodate various learners' needs.
- Cumulative unit assessments with a focus on critical thinking and synthesis of information learned.
- **Lenni Lenape Reflection Writing** – A written response explaining the influence of Lenni Lenape culture on present-day NJ.
- **Geography and Landform Map Quiz** – Identify landforms, counties, and key regions on a physical and political map.
- **County Brochure/Research Project** – Students research and present about a NJ county including geography, culture, economy, and government.
- **Historical Timeline Presentation** – Create and present a timeline of key NJ events with visual and written components.
- **Biography Performance or Poster** – Presentation on a prominent NJ figure and their contributions to state/national history.
- **Travel Brochure Comparison Rubric** – Assessing teamwork, content accuracy, visuals, and presentation.
- **Socratic Seminar Participation Rubric** – Based on thoughtful contribution, use of evidence, and respectful dialogue.
- **Digital Visual Report** – Use of multimedia and technology to convey understanding of a county or historical event in NJ.

Modifications/Accommodations	
Support/Accommodations for Students with IEPs ● Follow all IEP modifications ● Work in a small group ● Solidify and refine concepts through repetition ● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	Support/Accommodations for Students with 504 Plans ● Follow all the 504 plan modifications ● Text to speech/audio recorded selections ● Amplification system as needed ● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

Unit 4: The Spark of Change: Exploring the Role of Innovation in Society

Duration:

25 - 30 days (May-June)

Unit Overview:

In this unit, students will explore the fascinating world of inventions, focusing on key inventors and their transformative contributions to modern society. They will learn how these innovations—such as the telephone, automobile, and the work of Thomas Edison—have not only shaped the world but also improved communication, transportation, and everyday life. Through a mix of research, hands-on projects, and creative problem-solving, students will develop an understanding of the qualities that make inventors successful, as well as the real-world impact of their inventions.

Students will also examine the role of innovation in addressing contemporary issues, such as climate change and sustainability. By the end of the unit, students will be able to identify key inventions, describe the process of innovation, and apply their learning through the design of their own inventions.

This unit integrates inquiry-based learning with hands-on, creative projects to engage students in the world of innovation, providing them with the opportunity to not only understand the impact of past inventions but also create something new to solve problems in their communities.

Enduring Understandings:

- Thomas Edison’s inventions have shaped the modern world and made him one of the most influential inventors in history.
- Innovations like the automobile, telephone, and computer have revolutionized communication, transportation, and daily life.
- Technology, such as lasers and rockets, has many different applications that continue to advance society.
- Innovation solves problems and can have long-lasting effects on the world, from convenience to environmental sustainability.

Essential Questions:

- Which inventions have had the most profound impact on society?
- How can innovation be used to assist with climate change and conservation efforts?
- What qualities do successful inventors share?
- How do inventions transform everyday life and change the course of history?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Recognize that inventions are a result of solving problems.
- Identify famous inventors and explain how their inventions impacted modern society.
- Identify the characteristics of an inventor and the process of bringing an invention to life.
- Design an invention to solve a real-world problem, simulating the innovation process.

New Jersey Student Learning Standards (NJSLS)**Social Studies**

- **6.1.5.EconNE.6:** Examine the qualities of entrepreneurs in a capitalistic society.
- **6.1.5.EconNE.4:** Explain how creativity and innovation led to scientific achievement and inventions.
- **6.1.5.EconGE.1:** Evaluate the impact of communication systems on collaboration and the spread of ideas.
- **6.1.5.HistoryCC.2:** Use sources to illustrate how the American identity has evolved over time.

Interdisciplinary Standards

English Language Arts:

- **RL.CR.4.1:** Refer to details and examples to explain what a literary text says explicitly and make connections.
- **RI.CI.4.2:** Summarize informational texts and identify the author's main idea or purpose.
- **RI.IT.4.3:** Describe the impact of individuals and events in history or science.

21st Century Themes and Skills**8.1 Computers and Design Thinking**

- **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.
- **8.1.5.DA.4:** Organize and present climate change data visually to highlight relationships or support a claim.
- **8.2.2.ED.1:** Communicate the function of a product or device.
- **8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- **8.2.2.ED.3:** Select and use appropriate tools and materials to build a product using the design process.

9.2 Career Readiness

- **9.2.5.CAP.6:** Compare the characteristics of a successful entrepreneur with the traits of successful employees.
- **9.2.5.CAP.7:** Identify factors to consider before starting a business.
- **2.ED.4:** Identify constraints and their role in the engineering design process.

9.4 Life Literacies and Key Skills

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- **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 (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- **9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3)

Targets	Focus Lessons	Resources
Identify key New Jersey inventors and explain their contributions	Read about Thomas Edison and other NJ inventors; create inventor biography posters	Texts on Edison and Bell; video clips from Liberty Science Center; poster materials
Understand how inventions solve problems and improve life	Class brainstorm: Problems people face → how inventions help; "What if this invention never existed?" discussion	Whiteboard/Smartboard; Google Slides; innovation timeline handouts

Describe how transportation, communication, and daily life changed due to key inventions	Timeline sort of transportation and communication tools; role-play scenes from past and present	Timeline cut-and-sort cards; role-play props; printable images
Analyze traits of successful inventors	Compare/contrast famous inventors' traits using Venn diagrams; read biographies and highlight personality traits	Inventor trading cards; Venn diagram worksheet; Scholastic Kids biographies
Understand the innovation process (brainstorming, prototyping, testing, improving)	Design challenge: Invent something to solve a school or community problem using design steps	Design process graphic organizer; recycled craft supplies; Think Like an Inventor booklet
Explore inventions that help address climate change and sustainability	Investigate renewable energy inventions; group mini-research and presentation	Climate Kids website; nonfiction books on solar, wind, water power; presentation rubric
Apply digital tools to gather, organize, and present data about innovations	Use online databases to research an invention; create a multimedia presentation (Google Slides or Canva)	Research template; Chromebooks/tablets; Canva or Google tools
Identify constraints and how inventors overcome them	Analyze case studies of failed inventions that later succeeded; write journal reflections	Story cards of failed-to-success inventions; Inventor's Reflection Log
Evaluate how communication systems spread innovation	Explore how phones, internet, and radio changed how fast people get ideas; create comic strip timelines	Blank comic templates; historical source images; timeline strip paper
Collaborate to create a community-focused invention	Group project: brainstorm a local issue, prototype a tool or invention, pitch it to the class	Pitch presentation rubric; maker supplies; feedback sheets

Assessments

Formative Assessment

- Observation of participation in class discussions and activities.
- Exit slips or quick quizzes after lessons to check understanding of cultural symbols and history.
- Activity participation, including collaborative group work and projects.
- Informal questioning during class discussions.
- Research activities and written reflections.

- Inventor trading card quizzes
- Reflection journals on invention case studies
- Exit tickets after key lessons (e.g., "What makes a good inventor?")
- Group check-ins during invention design projects

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.
- End-of-unit assessment from *HMH Communities and More* program.
- Innovation project: Students will present their inventions and explain the problem it solves, the innovation process, and the impact it could have.
- Inventor Biography Poster with written summary and oral presentation
- Invention Timeline and Comic Strip to demonstrate historical understanding
- Innovation Design Challenge (individual or group): prototype + written explanation + oral pitch
- Multimedia Presentation on climate-related invention with visual aids and data

Alternate Assessment

- Written or visual representation of a national holiday or symbol.
- Project-based assessments, where students can choose their preferred method of presentation (drawing, writing, or oral presentation).

Optional Enrichment:

- Visit to Thomas Edison National Historical Park (virtual or physical)
- Host an "Inventor's Fair" where students present projects to other classes or parent.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals /
- Anchor Charts

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

• Leveled texts according to ability	
Support/Accommodations for Multilingual Learners • Work toward longer passages as skills in English increase • Use visuals • Introduce/highlight key vocabulary before lesson • Teacher models reading aloud daily • Provide peer tutoring • Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers • Guided notes and/or scaffold outline for written assignments • Provide students with English Learner leveled readers • Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and • Descriptor Name Charts • Allow extra time to complete assignments or tests • Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students • Provide options, alternatives and choices to differentiate and broaden the curriculum • Organize and offer flexible small group learning activities • Provide whole group enrichment explorations • Teach cognitive and methodological skills • Use center, stations, or contracts • Organize integrated problem-solving simulations • Propose interest-based extension activities • Expose students to beyond level texts