

**Haddon Township School District**  
**Grade Four**  
**Social Studies**

The fourth grade Social Studies Curriculum involves the study of geography, citizenship, government, and world history. The curriculum provides developmentally appropriate experiences that reflect the New Jersey Core Curriculum Content Standards for Social Studies. This curriculum will continue evolving to meet the needs of the students as well as the standards established by the New Jersey Department of Education.

**ESSENTIAL LEARNINGS:** *All fourth grade social studies students will demonstrate an understanding of the following strands from the NJ Core Curriculum Content Standards:*

**U.S. History, America and the World (NJ 6.1)**

*All fourth grade students will...*

- Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- Distinguish the roles and responsibilities of the three branches of government.
- Determine how "fairness", "equality" and the "common good" have influenced change at the local and national levels if the US government.
- Explain how the US functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- Compare and contrast how government functions at the community, state, and national levels.
- Explain how the fundamental rights, the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national and global levels.
- Explain how the US government is organized and how the United States Constitution defines and limits the power of government.
- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- Describe how human interaction impacts the environment in New Jersey and the United States.
- Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- Describe the process by which immigrants become US citizens.
- Describe how the world is divided into many nations that have their own governments, languages, customs and laws.
- Explain how national and state governments share power in the federal system of government.

**U.S. History, America and the World (NJ 6.1)**  
 continued...

- Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- Explain how and why it's important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- Distinguish the roles and responsibilities of the three branches of the national government.
- Compare ways people choose to use and divide natural resources.
- Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- Summarize reasons why various groups, voluntarily or involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- Recognize the importance of setting long-term goals when making financial decisions within the community.
- Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- Describe how culture is expressed through and influenced by the behavior of the people.
- Describe how stereotyping and prejudice can lead to conflict, using examples from past and present.
- Determine the effectiveness of the US in pursuing national interests while also attempting to address global, political, economic, and social problems.

**World History/Global Studies (NJ 6.2)**

*All fourth grade students will...*

- Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land growth.
- Evaluate efforts of governmental and non-governmental and international organizations to address economic imbalances and social inequalities.
- Compare and contrast demographic trends in industrialized and developing nations, evaluate the potential impact of these trends on the economy, political stability, and use of resources.

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| <p><b>CHARACTERISTICS OF EFFECTIVE LEARNERS:</b><br/> <i>All fourth students will demonstrate growth in the development of the following characteristics of effective learners:</i></p> <p><b>Trustworthiness</b>, demonstrated by the ability to...</p> <ul style="list-style-type: none"> <li>• Be honest in words and actions</li> <li>• Keep promises</li> <li>• Stand up for beliefs and do what is right</li> <li>• Be a good friend</li> </ul> <p><b>Respect</b>, demonstrated by the ability to...</p> <ul style="list-style-type: none"> <li>• Treat others the way you would want to be treated</li> <li>• Be polite and courteous</li> <li>• Treat others well even if they look, act, or believe differently than you do</li> </ul> <p><b>Responsibility</b>, demonstrated by the ability to...</p> <ul style="list-style-type: none"> <li>• Do what you are supposed to do</li> <li>• Think about how your actions will affect others</li> <li>• Always try to do your best</li> </ul> <p><b>Fairness</b>, demonstrated by the ability to...</p> <ul style="list-style-type: none"> <li>• Play by the rules</li> <li>• Take turns and share</li> <li>• Try to see the other person's side</li> <li>• Speak up if you know something is unfair</li> </ul> <p><b>Caring</b>, demonstrated by the ability to...</p> <ul style="list-style-type: none"> <li>• Be kind with your words and actions</li> <li>• Help others</li> <li>• Think about other people's feelings and needs</li> <li>• Be thankful for what others do for you</li> </ul> <p><b>Citizenship</b>, demonstrated by the ability to...</p> <ul style="list-style-type: none"> <li>• Cooperate with others</li> <li>• Obey rules and laws</li> <li>• Do your best to make your school and neighborhood better</li> <li>• Help protect the Earth</li> </ul> <p><i>New Jersey Core Curriculum Content Standards indicated in parentheses.</i></p> | <p><b>Resources</b><br/> Horizon Social Studies Units<br/> www.harcourtschool.com</p> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Time for Kids</i></li> <li>• Primary Literature - Read Alouds</li> <li>• Primary documents, software, videotapes, maps, globes</li> <li>• Literature and art connections</li> </ul> <p><b>Technology</b><br/> <i>Students will use technology in social studies classrooms to:</i></p> <ul style="list-style-type: none"> <li>• Access and retrieve information responsibly to support learning</li> <li>• Present social studies information in a variety of visual forms</li> <li>• Use simulations to acquire an understanding of social studies concepts</li> <li>• Communicate understandings of social studies content and processes</li> </ul> <p><b>Assessment</b><br/> <i>Student learning will be assessed using a variety of measures, including:</i></p> <ul style="list-style-type: none"> <li>• Formal assessments</li> <li>• Teacher generated tests and quizzes</li> <li>• Student projects and presentations</li> <li>• Writing</li> <li>• Assigned and self-selected extensions</li> <li>• Homework and teacher generated assignments</li> </ul> <p><b>Parent Involvement</b><br/> <i>Research supports that parent involvement in education can lead to academic benefits for students. Haddon Township parents of fourth grade students are encouraged to:</i></p> <ul style="list-style-type: none"> <li>• Set a regular time, place, and routine for homework with minimal distractions</li> <li>• Provide appropriate supplies for students</li> <li>• Review homework and course content regularly</li> <li>• Discuss local and national news accessed through newspapers, news magazines, newscasts, educational television, and appropriate internet sites</li> <li>• Plan family trips and outings that support social studies learning, including visits to sites of historical interest</li> <li>• Discuss contemporary issues that relate to and support content and learning.</li> </ul> |
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