Beach Haven School District

Social Studies Curriculum
Grade 4

Introduction

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, cultures of the past and present, the Holocaust, and the Amistad Movement. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Revised on:	June 22, 2022
Revised by:	Deborah Harkness, Sara Holleran
Revision Date	Summer 2025

Recommended Pacing Guide	
Government and Human Rights	30 Days
Geography, People and Environment	80 Days
Innovation and Technology	30 Days
Culture and Perspectives	40 Days

Unit 1: Government and Human Rights	Duration: 30 Days

Suggested Accommodations

English Language Learners:
- Provide clear and specific directions
- Provide extended time
- Provide written directions with models and diagrams when possible

Special Education/Students with Disabilities:
- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:
- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:
- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration

- Higher level texts

Students at Risk of Failure:
- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible

Economically Disadvantaged:
- Be flexible with assignments
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:
- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Social Studies 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.
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.

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.
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.

New Jersey Student Learning Standards

- Grades 3-5
- 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).
- 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 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.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

Interdisciplinary Connections

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Reading
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Speaking and Listening
- SL.4.1.A Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.1.C Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Writing
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards 8&9

Computer Science and Design Thinking

- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. The type of data being stored affects the storage requirements.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Career Readiness, Life Literacies, and Key Skills
● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. ● 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences. ● 9.1.5.RMI.1: Identify risks that individuals and households face. ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.2: Identify how you might like to earn an income. ● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). ● 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).

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning

Formative Tasks:
- Exit cards
- Turn and Talk
- Student/teacher conferences
- Google Classroom Response
- Pre-assessment

Alternative Assessments:
- Exit tickets
- Anecdotal records
- Student responses and participation

Summative Assessments:
- Post-assessment
- Group Projects
- Written Assessment
- Individual Project/Presentations

Benchmark Assessments:
- Completed Lapbook
- Wordle
- Oral Presentation
- Digital Story
- KWL Charts
- Open-ended question responses with drawings

Knowledge & Skills

Enduring Understandings:
- There are different branches within the United States government, each with its own structure, leaders, and

Essential Questions:
- What are the rights and responsibilities of individuals as they apply to government?

processes, and each designed to address specific issues and concerns.
- Examining multiple perspectives help us understand and tolerate differences.
- By accepting diverse cultures society will continue to grow and improve.
- The decisions of the state government affect local government and interact with federal law.
- Various individuals and groups influence the way an issue affecting government is viewed and resolved.
- Active citizens respect different viewpoints and take actions that result in a more just and equitable society.

- As a citizen how does the local, state and federal government affect you?
- How do the historical events that took place in the United States affect our lives today?
- Analyze the contributions of historical figures in the regions of the United States.
- Explain how an immigrant becomes a U.S. citizen.
- Why is it important to consider other cultural perspectives and challenges?
- How can an individual or organization create change at the local, state, or national level?
- How does government work in the United States?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
- Students will draw up a petition and discuss who to send it to.
- Students research a politician and their background then discuss if they qualify for the job.
- Students will take a citizenship test which is available online.
- Dr. Martin Luther King Activities
  - Design a stamp for a hero who stood up for the dignity of people
  - Honor the spirit of the Civil Rights Movement by interviewing someone who live through it
  - Make a timeline to celebrate the life of Dr. King
- Students will research how people are not treated fairly on a global, national, and local scale.
- Students will be broken into groups who disagree on a position. They will then take the opposite position and present it in the strongest form.
- Students will have a debate.
- Students will research what the basic governmental roles and job criteria entails and create a resume for the positions.

Varied Levels of Text:
- The Rough Face Girl by Rafe Martin
- Women Win the Vote, by Joanne A. Grote
- Children of the Dust Bowl: The True Story of the School at Weedpatch Camp, by Jerry Stanley
- When Stars Are Scattered by Victoria Jamieson and Omar Mohamed
- Count Me In by Varsha Bajaj
- Martin's Big Words: The Life of Dr. Martin Luther King, Jr by Doreen Rappaport
- Chocolate, The Taste of Freedom - The Holocaust Memoir of a Hidden Dutch Child, By Maud Dahme
- Grandmama's Pride, By Becky Birtha
- Through My Eyes, By Ruby Bridges
- Amistad Literature Resources
- Holocaust Literature Resources

Additional Websites:

- https://www.brainpop.com/socialstudies/
- www.readwritethink.org
- www.teach-nology.com
- https://bensguide.gpo.gov/

- Students will create a biography on past, present, and future New Jerseyians. (Future-being themselves) and what changes they would like to see in society to make for a better future
- *Into Social Studies: American States and Regions* by Houghton Mifflin Harcourt
  - How Government Works
- Students will research and examine Bess Myerson's journey to become the first Jewish-American Miss America.
- Students will read "The Rough Face Girl" and discuss the concept of "You Can't Be Beautiful and Hate…"
- Studies Weekly Resources

- https://www.icivics.org/games
- https://nearpod.com/t/social-studies/kindergarten/who-was-martin-luther-king-jr-L35552655
- https://www.historyforkids.net/american-history.html
- https://www.ducksters.com/

Unit 2: Geography, People and Environment	Duration: 80 Days

Suggested Accommodations

English Language Learners:
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- Provide extended time
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Special Education/Students with Disabilities:
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- Be flexible

Economically Disadvantaged:
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Culturally Diverse:
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Evaluating Sources	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.
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.

New Jersey Student Learning Standards

- Grades 3-5
- 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.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.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 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.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.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.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

Interdisciplinary Connections

(4th grade ELA standards)

Reading

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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

Writing
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards 8&9

Computer Science and Design Thinking

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system. Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. The type of data being stored affects the storage requirements.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.RMI.1: Identify risks that individuals and households face.

- 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.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 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.3: Represent the same data in multiple visual formats in order to tell a story about the data.

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Use technology to enhance productivity,	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient

increase collaboration and communicate effectively.	with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Evidence of Student Learning

Formative Tasks:
- Exit cards
- Turn and Talk
- Student/teacher conferences
- Google Classroom Response
- Pre-assessment

Alternative Assessments:
- Exit tickets
- Anecdotal records
- Student responses and participation

Summative Assessments:
- Post-assessment
- Group Projects
- Written Assessment
- Individual Project/Presentations

Benchmark Assessments:
- Completed Lapbook
- Wordle
- Oral Presentation
- Digital Story
- KWL Charts
- Open-ended question responses with drawings

Knowledge & Skills

Enduring Understandings:
- Geography plays a major role in the diversity of individuals.
- Utilize maps and technology to identify regions of the United States.
- Compare and contrast regions of the United States.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.

Essential Questions:
- What are the geographic differences and similarities in each region of the United States?
- How do cultures differ from region to region in the United States?
- Why do geography, natural resources, climate, transportation, and technology affect economic opportunities?
- How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?
- What do geographers learn by studying landforms, water, climate, and the ways people interact with the environment?

● Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. ● Regional geographic differences can result in social, economic, and political differences. ● Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. ● Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	● How do the landscapes and climates of the United States vary? ● What are the five geographic regions of the United States, and what makes each one unique?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
- Students will create a Venn Diagram. Students will choose 2 regions and research the economic, cultural, and physical characteristics.
- Students will create a brochure to advertise a community of their choice (rural, suburban, urban). They will provide specific information about the features in that area that make it unique. They will encourage travelers to visit this community.
- Students will create a map they are familiar with. Students will use a map key and map features to describe this area.
- Students will use their creativity to design a technological advancement that can be used in New Jersey. The advancement can be in the form of energy, transportation, or communication, etc.
- Students will find out how many Jewish people were killed in each European country and what percentage of the entire Jewish population for each country were killed. Holocaust Map Activity
- Studies Weekly Resources
- *Into Social Studies: American States and Regions* by Houghton Mifflin Harcourt
  - Geography
  - U.S. Landscapes

Varied Levels of Text:
- One Crazy Summer, By Rita Williams-Garcia
- The Dreamer, By Pam Munoz Ryan
- Harlem: A Poem, By Walter Dean Myers
- Dancing Drum: A Cherokee Legend, By Terri Cohlene
- Old Blue, by Sibyl Hancock
- United States Atlas, By National Geographic Kids
- City Atlas: Travel the World with 30 City Maps, By Georgia Cherry
- I Have Heard of a Land, By Joyce Carol Thomas
- The Big Rivers: The Missouri, the Mississippi, and the Ohio, By Bruce Hiscock
- Seeds of Hope: The Gold Rush Diary of
- Susanna Fairchild, California Territory, 1849, By Kristiana Gregory
- Amistad Literature Resources
- Holocaust Literature Resources

Additional Websites:

- Hangout, State of New Jersey Web site for Kids
- Student's Guide to Ocean County
- Facts for Now
- Social Studies
- https://www.ducksters.com/geography/us_states/us_geographical_regions.php
- https://www.flocabulary.com/unit/regions-of-the-us/

○ All About Regions ○ Climate	

Unit 3: Innovation and Technology	**Duration: 30 Days**

Suggested Accommodations
English Language Learners: ● Provide clear and specific directions ● Provide extended time ● Provide written directions with models and diagrams when possible **Special Education/Students with Disabilities:** ● Follow specific IEP accommodations and modifications ● Strategic grouping (Guided Reading, Strategy Groups) ● Pre-teach concepts ● Small group for assessments ● Check in's during group collaboration to help refocus ● Allow alternate assignments and assessments -- project-based, etc. **504 Plans:** ● Follow specific 504 accommodations and modifications ● Preferential Seating ● Extended time on tests and assignments ● Restate directions **Gifted and Talented:** ● Differentiated assignments/projects/assessments ● Differentiate learning pace using curriculum acceleration ● Higher level texts **Students at Risk of Failure:** ● Make sure children feel welcome and comfortable while being discrete ● Provide structure and adhere to a consistent daily routine with clear and concise rules ● Be flexible

Economically Disadvantaged:
- Be flexible with assignments
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:
- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Social Studies 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.
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.
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.

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.
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.

New Jersey Student Learning Standards

- Grades 3-5
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 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).
- 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.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

Interdisciplinary Connections

(4th grade ELA standards)

Reading
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Speaking and Listening
- SL.4.1.A Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- SL.4.1.C Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Writing
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards 8&9

Computer Science and Design Thinking

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Career Readiness, Life Literacies, and Key Skills

- 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.
- 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
Formative Tasks: ● Exit cards ● Turn and Talk ● Student/teacher conferences ● Google Classroom Response ● Pre-assessment	**Alternative Assessments:** ● Exit tickets ● Anecdotal records ● Student responses and participation
Summative Assessments: ● Post-assessment ● Group Projects ● Written Assessment ● Individual Project/Presentations	**Benchmark Assessments:** ● Completed Lapbook ● Wordle ● Oral Presentation ● Digital Story ● KWL Charts ● Open-ended question responses with drawings

Knowledge & Skills	
Enduring Understandings: ● Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. ● Places are jointly characterized by their physical and human properties. ● The physical environment can both accommodate and be endangered by human activities. ● Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. ● Regional geographic differences can result in social, economic, and political differences. ● Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. ● Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	**Essential Questions:** ● How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth? ● How do natural resources affect the course of history? ● What is supply and demand and what is its effect on the economy? ● How does supply and demand determine the goods and services we produce? ● Which inventions have changed people's lives the most?

● People make decisions based on their needs, wants, and the availability of resources. ● Economics is the driving force for the occurrence of various events and phenomena in societies. ● Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	

Core Instructional & Supplemental Materials

Suggested Activities/Resources: ● Students will use Google Earth and Google Maps to show the reality and scale of concentration camps. ● Students will explore online museum exhibitions and collections about the Holocaust. ● Students will listen to a podcast about the Holocaust and answer a series of questions about it. ● Students will look at state and federal budget pie charts and review how money is being distributed. ● Students will compare different types of areas (city, coastal, farm, pine barrens) in New Jersey and identify how job opportunities, technology, natural resources, and transportation differ. ● Students will create a brochure of the region persuading others to visit. ● Students will create a scrapbook of the region, highlighting important landforms, history, resources, and climate. ● Studies Weekly Resources ● *Into Social Studies: American States and Regions* by Houghton Mifflin Harcourt ○ Inventions	**Varied Levels of Text:** ● The Real McCoy: The Life of an African American Inventor, By Wendy Towle ● Lizzie Bright and the Buckminster Boy, By Gary D. Schmidt ● Forty Acres and Maybe a Mule, By Harriet Gillem Robinet ● Legends of Landforms: Native American Lore and the Geology of the Land, by Carole Garbuny Vogel ● "Hiding Out at Pancake Palace" by Nan Marino ● Amistad Literature Resources ● Holocaust Literature Resources **Additional Websites:** ● https://www.visitnj.org/new-jersey-cities-regions ● https://www.brainpop.com/socialstudies/geography/geographythemes/ ● https://www.usgovernmentspending.com/us_state_spending_pie_chart ● https://www.flocabulary.com/unit/regions-of-the-us/ ● https://www.historyforkids.net/american-history.html ● Download Google Earth ● New Jersey: Facts, Map and State Symbols - EnchantedLearning.com ● https://www.ducksters.com

Unit 4: Culture and Perspectives	**Duration: 40 Days**

Suggested Accommodations

English Language Learners:
- Provide clear and specific directions
- Provide extended time
- Provide written directions with models and diagrams when possible

Special Education/Students with Disabilities:
- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:
- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:
- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Higher level texts

Students at Risk of Failure:
- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible

Economically Disadvantaged:
- Be flexible with assignments
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:
- Involve families in student learning

- Provide social/emotional support
- Respect cultural traditions

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Social Studies 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.
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.
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.
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.
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.

New Jersey Student Learning Standards

- Grades 3-5
- 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 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.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.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- 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).
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 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.
- 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.

Interdisciplinary Connections

(4th grade ELA standards)

Reading
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
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- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards 8&9

Computer Science and Design Thinking

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 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. Many factors influence the accuracy of inferences and predictions.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 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.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 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.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.

Career Readiness, Life Literacies, and Key Skills Practices	
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Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Evidence of Student Learning

Formative Tasks:
- Exit cards
- Turn and Talk
- Student/teacher conferences
- Google Classroom Response
- Pre-assessment

Alternative Assessments:
- Exit tickets
- Anecdotal records
- Student responses and participation

Summative Assessments:
- Post-assessment
- Group Projects
- Written Assessment
- Individual Project/Presentations

Benchmark Assessments:
- Completed Lapbook
- Wordle
- Oral Presentation
- Digital Story
- KWL Charts
- Open-ended question responses with drawings

Knowledge & Skills

Enduring Understandings:
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.

Essential Questions:
- How are present events related to past events?
- What impact has New Jersey had on American history?
- Why is it important for people of different cultures to collaborate in finding solutions to challenges?
- What is the government and what can it do?
- Why do rules, laws, and government not always preserve individual rights and the common good? What can be done about it?

• Cultures struggle to maintain traditions in a changing society. • Personal, family, and community history is a source of information for individuals about the people and places around them. • Key historical events, documents, and individuals led to the development of our nation. • Many cultural traditions and heritages contribute to our state's and nation's diversity. • Historians establish justifiable timelines to connect significant events. • The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	• How does the government established by the Constitution embody the purposes, values, and principles of the American way of life? • What do we mean when we call ourselves Americans? • What makes each region in North America special?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:	Varied Levels of Text:
• Students will use a timeline with images and videos to help gain context and perspective of the events that took place during the Holocaust. • Students will research the different roles played by those involved in the Holocaust and aim to provide students with the opportunity to realize the individual and total impact of their actions. • Students will use Flipgrid to teach the class about a battle in New Jersey (ex: Battle of Trenton, Huddy Park, Battle of Princeton, Battle of Fort Lee) • Students will work in partners to complete a Venn Diagram to compare and contrast historians' events • Students will work in groups to create a Google slideshow of George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston and their positive impact • Studies Weekly Resources • *Into Social Studies: American States and Regions* by Houghton Mifflin Harcourt	• Capoeira by George Ancona • Beneath White Stars, By Holly Mandelkern • Hank Brodt Holocaust Memoirs - A Candle and a Promise, By Deborah Donnelly • My Sister's Eyes: A Family Chronicle of Rescue and Loss During World War II, By Joan Arnay Halperin • Rebuilt from Broken Glass: A German Jewish Life Remade in America, By Fred Behrend with Larry Hanover • The Secrets of the Village Fool, By Rebecca Upjohn • Freedom River, By Doreen Rappaport • The Harlem Hellfighters, By Walter Dean Myers • Amistad: The Story of a Slave Ship, By Patricia C. McKissack • Under the Quilt of Night, By Deborah Hopkinson • George Washington • Thomas Jefferson • Amistad Literature Resources • Holocaust Literature Resources

○ How Americans Live ○ Our North American Neighbors ○ Pre-Columbian People	Additional Websites: ● [Revolutionary War New Jersey | Guide to New Jersey Revolutionary War Sites| New Jersey Historic Sites](#) ● [https://www.brainpop.com/search/?keyword=George+Washington](#) ● [Discovery Education: Digital Textbooks & Education Resources](#) ● [K12 Social Studies Hip-Hop Videos & Lessons](#) ● [PBS Learning](#) ● [ReadWorks.org](#) ● [https://www.historyforkids.net/american-history.html](#) ● [New Jersey: Facts, Map and State Symbols - EnchantedLearning.com](#) ● [https://www.ducksters.com](#)