

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS  
SOCIAL STUDIES CURRICULUM  
GRADE 4**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<b><i>Marking Period #1</i></b>	Students will be able to:				
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• identify the five (5) major regions of the United States</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a two (2) column chart with the heading <u>Regions</u> and <u>Landforms</u>. Tell students to complete as they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 10-11</li> <li>• Workbook (wb) pg. 2</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Chart</li> </ul>	6.6-B1
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• identify and compare characteristics used to define a region.</li> </ul>	<ul style="list-style-type: none"> <li>• Have groups brainstorm songs that celebrate the United States and its regions and landforms.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 12-15</li> <li>• wb 3</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.6-B1,2
<b>ECONOMICS</b>	<ul style="list-style-type: none"> <li>• explain how each region's resources shaped the industries that grew there.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch for vocabulary words as they read the text.</li> <li>• Ask them, "What are resources?"</li> </ul>	<ul style="list-style-type: none"> <li>• Text 26-29</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.5-A4 6.6-B2
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• describe resources of student's own region.</li> <li>• recall concepts and vocabulary for chapter test (must modify-skipped Lesson 2)</li> <li>• introduce chapter vocabulary and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a collage that visually expresses the unique qualities of their region.</li> <li>• Have students work in groups on a region. They must label it on a map, provide details of landforms, resources, and any other info.</li> <li>• Read text pages 36-37 and define new vocabulary with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 30-31</li> <li>• wb 6</li> <li>• Text</li> <li>• Internet, Library</li> <li>• Text 36-37</li> <li>• wb 8</li> </ul>	<ul style="list-style-type: none"> <li>• Collage</li> <li>• Assignment</li> <li>• Oral Presentation</li> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.6-E1,2  6.6-B1,2
<b>U.S. &amp; N.J. HISTORY</b>	<ul style="list-style-type: none"> <li>• explain why settlers came to North America to live.</li> </ul>	<ul style="list-style-type: none"> <li>• Read text pages 38-42</li> </ul>	<ul style="list-style-type: none"> <li>• Text 38-42</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.4-B6,7

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<b><i>Marking Period #1</i></b>	Students will be able to:				
<b>U.S. &amp; N.J. HISTORY</b>	<ul style="list-style-type: none"> <li>• explain what immigration and culture are and how they affect their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to point out what countries their families are from and something about the country.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 42-45</li> <li>• wb 9</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.4-B6
<b>CIVICS</b>	<ul style="list-style-type: none"> <li>• state what the Constitution is and why it is important.</li> <li>• describe the responsibilities of each of the three (3) branches of government.</li> <li>• identify two (2) ways a person can become a U.S. citizen.</li> <li>• review concepts learned in the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and encourage discussion on text 46-49.</li> <li>• Have students and teacher create a chart/diagram of the three (3) branches and details about each.</li> <li>• Brainstorm a list of rights people have. Tell students they will read more about rights and responsibilities of citizens.</li> <li>• Instruct students to chart the roles and names of various local leaders. Also include their responsibilities as a student.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 46-49</li> <li>• Text 50-53</li> <li>• wb 10</li> <li>• chart</li> <li>• Text 56-59</li> <li>• wb 12</li> <li>• Text 62-63</li> <li>• wb 13</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Assignments</li> <li>• Teacher Observation</li> <li>• Assignment</li> <li>• Assignments</li> </ul>	6.2-B1,3  6.2-C4  6.2-D3
<b>U.S. HISTORY</b>	<ul style="list-style-type: none"> <li>• explain why Americans decided to move westward in the 1800s.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students why the United States might be called the "Land of Plenty." Also, why some Americans may be financially better than others after the move.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 64-69</li> <li>• wb 14</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.4-A3
<b>U.S. HISTORY</b>	<ul style="list-style-type: none"> <li>• describe what happened in the late 1800s to change the way people lived and worked.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students use the internet to find five (5) inventions created between 1870-1920 that contributed to industrial growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 69-71</li> <li>• wb 15</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> <li>• Activity</li> </ul>	6.4-B3,6





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<p><b><u>Marking Period #2</u></b></p> <p><b>GEOGRAPHY</b></p> <hr/> <p><b>N.J. HISTORY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• locate the four (4) regions in N.J.</li> <li>• identify products and geography of each region.</li> <li>• name two (2) important Revolutionary War battles that were fought in N.J.</li> <li>• identify the parts and their symbolism on N.J. seal.</li> <li>• describe the work force of N.J.</li> <li>• explain how N.J. played a role in the Underground Railroad, slavery, and abolitionists.</li> </ul>	<ul style="list-style-type: none"> <li>• Shade and label regions on a N.J. map.</li> <li>• complete a chart to include information on each region.</li> <li>• research battle fields in N.J.: Trenton, Princeton, Monmouth, etc.</li> <li>• Color state seal and find out meanings of symbols.</li> <li>• Work to find out various careers in N.J.</li> <li>• Choose a topic to research for a report.</li> </ul>	<ul style="list-style-type: none"> <li>• Past Text (for teacher) (Silver Burdett)</li> <li>• Map</li> <li>• Past Teacher Text</li> <li>• Chart</li> <li>• Internet</li> <li>• ws 10</li> <li>• ws 16</li> <li>• ws 13</li> <li>• Internet</li> <li>• Family Resources</li> <li>• ws 22</li> <li>• Internet</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Map</li> <li>• Teacher Observation</li> <li>• Chart</li> <li>• Teacher Observation</li> <li>• Assignment</li> <li>• Teacher Observation</li> <li>• Assignment</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Report</li> </ul>	<p>6.6-B1,3</p> <p>6.6-B2,4</p> <p>6.4-B3</p> <p>6.4-B8</p> <p>6.4-B6</p> <p>6.4-B6</p>

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<p><b><u>Marking Period #2</u></b></p> <p><b>N.J. HISTORY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify people, including women and African Americans who contributed to N.J. history.</li> <li>• explain why their ancestors decided to settle in N.J.</li> </ul>	<ul style="list-style-type: none"> <li>• Molly Pitcher, Grover Cleveland → Focus On</li> <li>• Students provide an oral presentation of why they came to American and how they survived.</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Internet</li> <li>• Family Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Presentation</li> </ul>	<p>6.4-B1,2</p> <p>6.4-B6</p>
<p><b><u>Marking Period #3</u></b></p> <p><b>N.J. HISTORY</b></p>	<ul style="list-style-type: none"> <li>• explain how Thomas Edison contributed to N.J. history.</li> <li>• define historical preservation, artifacts, and historical buildings.</li> <li>• locate places within Franklin Township of historical importance.</li> <li>• name significant people within the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Research inventions and contributions of Edison.</li> <li>• Use each word in a sentence of their own.</li> <li>• Inform students (or have them research) the historical importance of the Franklinville Inn.</li> <li>• (subject to change) invite someone in to speak about their position within the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Library</li> <li>• ws 18</li> <li>• Dictionary</li> <li>• Local Historical Society</li> <li>• Outside Speaker</li> <li>• Local People</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> <li>• Teacher Observation</li> <li>• Assignment</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> </ul>	<p>6.4-B5</p> <p>6.4-B8</p> <p>6.4-A2</p> <p>6.4-A4</p>

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<p><b><u>Marking Period #3</u></b></p> <p><b>U.S. HISTORY</b></p> <p><b>U.S. HISTORY</b></p> <p><b>SOCIAL STUDIES SKILLS</b></p> <p><b>CIVICS</b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• describe the Narragansett People and their way of life.</li> <li>• discover how the NE was considered the “Land of New Beginnings”.</li> <li>• analyze a vertical time line to acquire information.</li> <li>• explain similarities and differences between the abolitionist and women’s rights movements.</li> <li>• explain why NE cities developed where they did.</li> <li>• describe the relationship between the people and the economics of NE cities.</li> <li>• review chapter 5</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce new vocabulary and look for them as they read.</li> <li>• Instruct students to create a horizontal time line of special events/ people who contributed to the NE.</li> <li>• Create a vertical time line of their own lives.</li> <li>• Have students choose an abolitionist or women’s right leader to research. Find facts on the internet.</li> <li>• Introduce vocabulary and identify them as they read.</li> <li>• Have students create a travel itinerary for a NE city, include a map.</li> <li>• Have students create a time line to review the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 126-129</li> <li>• wb 29</li> <li>• Text 130-133</li> <li>• wb 30</li> <li>• Time line</li> <li>• Text 134, 135</li> <li>• wb 31</li> <li>• Text 136-141</li> <li>• wb 32</li> <li>• Internet</li> <li>• Text 142-145</li> <li>• Text 146-147</li> <li>• wb 34</li> <li>• Text 150-151</li> <li>• wb 35</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> <li>• Teacher Observation</li> <li>• Activity</li> <li>• Teacher Observation</li> <li>• wb</li> <li>• Assignment</li> <li>• Activity</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• wb</li> <li>• Activity</li> <li>• Assignments</li> </ul>	<p>6.4-B5</p> <p>6.4-B6</p> <p>6.1-A4</p> <p>6.2-E6</p> <p>6.6-B3,4</p> <p>6.6-B4, D2</p> <p>6.1-A4</p>

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<b><u>Marking Period #3</u></b>					
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• identify and describe major landforms in the Southeast.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students use online research to find facts about the Appalachian Trail.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 166-169</li> <li>• wb 39</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.6-B1
<b>ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>• use and explain an elevation map.</li> </ul>	<ul style="list-style-type: none"> <li>• introduce the term “sea level”, read text and complete wb.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 170-171</li> <li>• wb 40</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.6-A1
<b>U.S. &amp; N.J. HISTORY</b>	<ul style="list-style-type: none"> <li>• define endangered species, extinct, pulp, fossil fuel.</li> </ul>	<ul style="list-style-type: none"> <li>• Use each word in a sentence of their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 178-183</li> <li>• wb 42</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.6-B2
<b>U. S. HISTORY</b>	<ul style="list-style-type: none"> <li>• describe how the Cherokee culture was affected by the Europeans.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write a journal entry describing the Trail of Tears.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 188-192</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.4-B1
<b>U. S. HISTORY</b>	<ul style="list-style-type: none"> <li>• explain the effects of the Civil War on the Southeast.</li> </ul>	<ul style="list-style-type: none"> <li>• Instruct students to use three (3) vocabulary words from the lesson to explain the effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 202-207</li> <li>• wb 47</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.4-A3
<b><u>Marking Period #4</u></b>					
<b>U.S. HISTORY</b>	<ul style="list-style-type: none"> <li>• compare and contrast a cultural celebration held in South Carolina and Italy.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to listen to a piece of opera music.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 214-215</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.4-A1
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• define the words: waterway, canal, lock, and barge.</li> </ul>	<ul style="list-style-type: none"> <li>• Use each word in a sentence of their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 232-237</li> <li>• wb 54</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.6-B1

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<b><i>Marking Period #4</i></b>	Students will be able to:				
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>define prairie and describe the types of life that live there.</li> </ul>	<ul style="list-style-type: none"> <li>Visit <a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a> for information about a prairie.</li> </ul>	<ul style="list-style-type: none"> <li>Text 242-245</li> <li>wb 56</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Assignment</li> </ul>	6.6-B1
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>compare and contrast Midwestern farms to N.J. farms.</li> </ul>	<ul style="list-style-type: none"> <li>Create and compare/contrast chart about these farms and their products/crops.</li> </ul>	<ul style="list-style-type: none"> <li>Text 246-249</li> <li>wb 57</li> <li>Chart</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Assignment</li> </ul>	6.6-B3
<b>ECONOMICS</b>	<ul style="list-style-type: none"> <li>explain how a trading post was useful.</li> </ul>	<ul style="list-style-type: none"> <li>Make a list of goods that were sold or bought at a trading post in the Midwest</li> </ul>	<ul style="list-style-type: none"> <li>Text 264-266</li> <li>wb 62</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Assignment</li> </ul>	6.5-A7
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>explain the difficulties settlers faced in farming the Midwest land.</li> </ul>	<ul style="list-style-type: none"> <li>Use the picture on pg. 270 to compare/contrast that home to their home.</li> </ul>	<ul style="list-style-type: none"> <li>Text 268-272</li> <li>wb 63</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Assignment</li> </ul>	6.6-C1
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>define: hub, interstate highway system, and transcontinental railroad.</li> </ul>	<ul style="list-style-type: none"> <li>Use in a sentence of their own.</li> </ul>	<ul style="list-style-type: none"> <li>Text 276-282</li> <li>wb 65</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Assignment</li> </ul>	6.6-D1
<b>ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>describe how erosion continues to shape the Grand Canyon.</li> </ul>	<ul style="list-style-type: none"> <li>Have students write a paragraph explaining how erosion occurs.</li> </ul>	<ul style="list-style-type: none"> <li>Text 300-304</li> <li>wb 70</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Assignment</li> </ul>	6.6-C1
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>identify a nonrenewable natural resource in the Southwest.</li> </ul>	<ul style="list-style-type: none"> <li>Name the resource and how it is useful to their daily lives.</li> </ul>	<ul style="list-style-type: none"> <li>Text 314-317</li> <li>wb 73</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Assignment</li> </ul>	6.6-E2
<b>WORLD HISTORY</b>	<ul style="list-style-type: none"> <li>identify a way the Spanish influenced the Southwest (SW).</li> </ul>	<ul style="list-style-type: none"> <li>Have students brainstorm Spanish words, city names, etc. that are still used today.</li> </ul>	<ul style="list-style-type: none"> <li>Text 332-337</li> <li>wb 78</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Assignment</li> </ul>	6.3

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<b><i>Marking Period #4</i></b>	Students will be able to:				
<b>U.S. HISTORY</b>	<ul style="list-style-type: none"> <li>• describe the role of cowboys/girls in the SW.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare/contrast life on a ranch to life on a N.J. farm.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 338-343</li> <li>• wb 79</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.4-A4
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• define: timberline, geyser, volcano.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit <a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a> for definitions, include a drawing of their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 368-373</li> <li>• wb 86</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.6-B1
<b>ECONOMICS</b>	<ul style="list-style-type: none"> <li>• identify some resources of the West.</li> </ul>	<ul style="list-style-type: none"> <li>• Name a few resources found in the West that they enjoy.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 384-388</li> <li>• wb 89</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.5-A4
<b>U. S. HISTORY</b>	<ul style="list-style-type: none"> <li>• explain what the Gold Rush was.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a paragraph explaining why people went West for the Gold Rush.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 400-406</li> <li>• wb 93</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.4-B5
<b>ECONOMICS</b>	<ul style="list-style-type: none"> <li>• define: computer software, international trade.</li> </ul>	<ul style="list-style-type: none"> <li>• Use in sentence of their own and include an example of each.</li> </ul>	<ul style="list-style-type: none"> <li>• Text 410-415</li> <li>• wb 95</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Assignment</li> </ul>	6.5-A7