

Winslow Township School District

Grade 4 Social Studies

Unit 5 The Government

Overview: In this unit students will learn about the fundamentals of state government in New Jersey and of the national government of the United States. Students will research, explore, and discover knowledge, through demonstration of Language Arts Literacy skills, with some emphasis on writing. Additionally students will understand how our local, state and federal governments are organized and work. Lastly students will identify the rights and responsibilities of citizens.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><u>Unit 5</u></p> <p>The Government</p>	<ul style="list-style-type: none"> • 6.1.5.CivicsPI.2 • 6.1.5.CivicsPI.3 • 6.1.5.CivicsPI.4 • 6.1.5.CivicsPI.6 • 6.1.5.CivicsPI.8 • 6.1.5.CivicsPD.1 • 6.1.5.CivicsPD.2 • 6.1.5.CivicsPD.4 • 6.1.5.CivicsPR.4 • 6.1.5.CivicsHR.1 • 6.1.5.CivicsCM.4 • 6.1.5.CivicsCM.6 • 6.1.5.EconNM.1 • 6.1.5.EconNM.5 • 6.1.5.HistoryCC.1 • 6.1.5.HistoryCC.2 • 6.1.5.HistoryUP.5 • WIDA 1,5 	<ul style="list-style-type: none"> • Explain how the United States government is organized and how the US Constitution defines and limits the power of government. • Distinguish the roles and responsibilities of the three branches of the national government. • Explain how national and state governments share power in the federal system of government. 	<ul style="list-style-type: none"> •What is the federal government? •What are the roles of the three branches of government? •How do the federal, state and local governments work? •What ideals unite us as Americans?
<p><i>Unit 5: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • It is necessary to have a plan for government to create an organized society. • The powers of the federal government are separated among the branches. • The system of checks and balances limits the power of the federal government. 		

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Curriculum Unit 5	Standards		Pacing	
			Weeks	Unit Weeks
Unit 5: The Government	6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).	2	7
	6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.		
	6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.		
	6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.		
	6.1.5.CivicsPI.8	Describe how the United States Constitution defines-and limits the power of government.		
	6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.	1	
	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.CivicsPR.4	Explain how policies are developed to address public problems.	1	
	6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).		
	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.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.		
	6.1.5.EconNM.1	Explain the ways in which the government pays for the goods and services it provides.		

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	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.	1	
	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.	1	
	6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.		
	6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.		
	Assessment, Re-teach and Extension		1	

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Unit 5 Grade 4		
Core Idea	Indicator #	Performance Expectations
In a representative democracy, individuals play a role in how government functions.	6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
	6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
	6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
	6.1.5.CivicsPI.8	Describe how the United States Constitution defines-and limits the power of government.
Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, and contacting elected officials).	6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
	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).
A major role of citizens in a representative democracy is to make responsible decisions about who should govern.	6.1.5.CivicsPD.4	Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
Certain dispositions help individuals contribute to the health of American democracy.	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.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
The government uses a variety of tools to pay for goods and services it provides to individuals and communities.	6.1.5.EconNM.1	Explain the ways in which the government pays for the goods and services it provides.

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A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	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.
Chronological sequencing helps us track events over time.	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.2	Use a variety of sources to illustrate how the American identity has evolved over time.
Historical records are shaped by the society that the creator lived in.	6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.

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Unit 5 Grade 4	
Assessment Plan	
<ul style="list-style-type: none"> • Informational essay identify the key people, groups, and jobs for each branch of government. Discuss the system of checks and balances for the three branches of government. Explain why the founding fathers created a separation of powers. • Write an expository essay about the US Constitution and its system of checks and balances. 	<ul style="list-style-type: none"> • Complete workbook assessment that includes: multiple choice, true/false, definitions, matching, fill-in the blank, and open ended questions • Short Constructed Responses • Exit Tickets • Homework monitor and assess class work
Resources	Activities
<ul style="list-style-type: none"> • Social Studies Textbook • Graphic Organizers and outline notes • Journal Entries and writing prompts • Leveled Reading • IRB • Writing Centers • Maps online and in textbook • www.Readworks.org • https://www.commonlit.org/ • https://www.mrdonn.org/ • https://www.usa.gov/branches-of-government • Diversity, Equity & Inclusion Educational Resources 	<ul style="list-style-type: none"> • Write notes about the three branches of government. • Create a chart of the three branches of government. • Write a summary that compares and contrasts the state and national governments. • Identify state/federal problems and propose solutions. • Identify some rights and responsibilities of citizens. • Describe the process of how an idea becomes a state law.

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<p>https://www.nj.gov/education/standards/dei/</p> <ul style="list-style-type: none"> • NJ Climate Change Education Resources- • https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/ • New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad 	
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”

9.1.5.EG.2: Describe how tax monies are spent

9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.

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.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).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers

Study Guides, Study Aids and Re teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> Raise levels of intellectual demands Require higher order thinking, communication, and leadership skills Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles Provide higher level texts Expand use of open-ended, abstract questions Critical and creative thinking activities that provide an emphasis on research and in-depth study Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

Interdisciplinary Connections:

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts,

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

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.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize 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.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

4.MD.1.

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table

Integration of Computer Science and Design Thinking NJSL 8

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.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.