



# West Windsor-Plainsboro Regional School District

## Grade 4 Social Studies

Unit 1: Indigenous Americans: Past, Present, Future	
Content Area: Social Studies	
Course & Grade Level: Social Studies Grade 4	
Summary and Rationale	
<p>“How does our... (perspective) shape how we think about societies and the people in them?” (<i>An Indigenous Peoples’ History of the United States For Young People</i>, 13)</p> <p>Historical understanding is constructed by the consideration and evaluation of multiple perspectives. This unit will focus on identifying multiple perspectives as students use a variety of sources to construct their interpretation of events. In doing so, students can begin to consolidate information to make meaning and develop a more sophisticated understanding of a complex past. Students will also begin to develop the necessary collaboration and communication skills to support future units of study.</p> <p>In this first unit, students will explore Indigenous People* including their way of life and contributions within the ten regions of the United States. Students will then study the interactions between Indigenous People and early European Explorers through the perspectives of Indigenous People. Towards the end of the unit, students will connect the past to the present with a focus on the challenges faced by and contributions of Indigenous People in our world today. Hearing and understanding Indigenous People’s history from Indigenous perspectives provides an important point of view to the discussion of history and cultures in the Americas.</p> <p>*Note: “What is the correct terminology: American Indian, Indian, Native American, or Native? All of these terms are acceptable. The consensus, however, is that whenever possible, Native people prefer to be called by their specific tribal name. In the United States, Native American has been widely used but is falling out of favor with some groups, and the terms American Indian or Indigenous American are preferred by many Native people.” <a href="#">Smithsonian</a></p>	
Recommended Pacing	
30 days	
New Jersey Student Learning Standards for Social Studies	
<p><b>Standards for 6.1 U.S. History:</b> America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p><b>Civics, Government, and Human Rights: Participation and Deliberation- Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</b></p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
<p><b>Civics, Government, and Human Rights: Democratic Principles- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</b></p>	
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).
<p><b>Civics, Government, and Human Rights: Human and Civil Rights- Individuals have the right to be safe and not to be bullied or discriminated against.</b></p>	

6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
<b>Civics, Government, and Human Rights: Civic Mindedness- Certain dispositions help individuals contribute to the health of American democracy</b>	
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.
<b>Geography, People, and the Environment: Human Population Patterns- Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.</b>	
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.
<b>Geography, People, and the Environment: Human Population Patterns- Patterns of settlement differ markedly from region to region, place to place, and time to time.</b>	
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
<b>Geography, People, and the Environment: Human Population Patterns- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.</b>	
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
<b>Geography, People, and the Environment: Global Interconnections-Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</b>	
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.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
<b>Economics, Innovation, and Technology: Economic Ways of Thinking- Economic decision making involves setting goals and identifying the resources available to achieve those goals.</b>	
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
<b>Economics, Innovation, and Technology: Global Economy- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</b>	
6.1.5.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.

<b>History, Culture, and Perspectives: Continuity and Change- Interactions of people and events throughout history have shaped the world we experience today.</b>	
6.1.5.HistoryCC. 4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC. 6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.5.HistoryCC. 8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.5.HistoryCC. 11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
<b>History, Culture, and Perspectives: Understanding Perspectives- Events may be viewed differently based on one's perspective.</b>	
6.1.5.HistoryUP. 2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.5.HistoryUP. 4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
<b>History, Culture, and Perspectives: Understanding Perspectives- Historical records are shaped by the society that the creator lived in.</b>	
6.1.5.HistoryUP. 5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
6.1.5.HistoryUP. 6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP. 7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<b>History, Culture, and Perspectives: Historical Sourcing and Evidence-There are a variety of sources that help us understand the past.</b>	
6.1.5.HistorySE. 1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
<b>History, Culture, and Perspectives: Historical Sourcing and Evidence- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.</b>	
6.1.5.HistorySE. 2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
<b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
<b>Civics, Government, and Human Rights: Participation and Deliberation- Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</b>	

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>Civics, Government, and Human Rights: Participation and Deliberation- Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</b>	
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.
This unit addresses the NJ Holocaust mandate.	
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Reading Standards for Informational Texts (Grade 4)</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.4.3.	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.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9.	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Writing Standards (Grade 4)</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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.4.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “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, words, or actions].”).</p>

	B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<b>Speaking and Listening Standards (Grade 4)</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
SL.4.1.	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
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.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>9.4 Life Literacies and Key Skills by the End of Grade 5</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.5.Cl.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.
9.4.5.Cl.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.
9.4.5.CT.4:	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>Interdisciplinary Standards</b>	
<b>Science- 4-ESS2: Earth’s Systems</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.
<b>Health- 2.1 Personal and Mental Health by the End of Grade 5</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions.
2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Prior to European exploration, Indigenous People had an established way of living that was influenced by their geographic region. Indigenous People have lived in the Western Hemisphere for at least 15,000-20,000 years.</li> <li>• There is no single Indigenous culture or language. The diverse Tribal Nations have their own set of values, traditions, beliefs, practices, arts, music, ceremonies, and customs.</li> <li>• The cultures of Indigenous People have always been dynamic and changing.</li> <li>• Global interactions with Europeans and others had both positive and negative consequences for Indigenous People.</li> <li>• Hearing and understanding Indigenous People history from Indigenous perspectives provides an important point of view to the discussion of history and cultures in the Americas. Indigenous perspectives expand the social, political, and economic dialogue.</li> <li>• The imposition of international, state, reservation, and other borders on Indigenous lands changed relationships between people and their environments, affected how people lived, and sometimes isolated tribal citizens and family members from one another.</li> <li>• As U.S. citizens, Indigenous People have often been denied the same rights and privileges as other U.S. citizens. They have formed movements to gain equitable rights and privileges.</li> <li>• Indigenous People continue to fight to maintain the integrity and viability of indigenous societies. Their history is one of cultural persistence, creative adaptation, renewal, and resilience.</li> <li>• In the late 20th and early 21st centuries, many Tribal communities have advocated to revitalize and reclaim their language and cultures.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Whose voices from history are heard and why?</li> <li>• People have misconceptions about Indigenous People. Historically, who were Indigenous People?</li> <li>• What are the contributions of Indigenous People?</li> <li>• What did Indigenous People think about the European explorers and settlers? How did the new settlers affect Indigenous Nations?</li> <li>• How have Indigenous People changed in the 21st century? What contributions have been made and what challenges still exist?</li> </ul>	
<b>Objectives</b>	
<b>Students will:</b> <ul style="list-style-type: none"> <li>• Pose questions about Indigenous People</li> <li>• Analyze texts related to Indigenous People and early exploration (Asian American and Pacific Islander Mandate)</li> <li>• Use information from more than one source to make evidence-based inferences</li> <li>• Compare and contrast gender roles, religion, values, cultural practices, and political systems of Indigenous People groups</li> <li>• Use reasons, facts, and details to support their ideas</li> <li>• Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Indigenous People resulting in changes to conditions (Holocaust Curriculum Mandate)</li> </ul>	

- Consider multiple perspectives

### Evidence of Learning

Examples of Assessments:

- [Thinking Routines](#)
- Student discussion
- Student reflection
- Collaboration
- Text set final assessment

☒ Formative Assessment

☒ Summative Assessment

☒ Alternative Assessment

☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

[Accommodations](#)

### Resources

**Core Text:**

- Texts
  - *Brother Eagle, Sister Sky* by Chief Seattle
  - *Encounter* by Jane Yolen
  - *Follow the Dream: The Story of Christopher Columbus* by Peter Sis
  - *The People Shall Continue* by Simon J. Ortiz
  - *We are Water Protectors* by Carole Lindstrom
  - *Indian No More* by Charlene Willing and Traci Sorell
  - *Fry Bread: A Native American Family Story* by Kevin Noble Maillard
  - *Fall in Line, Holden!* by Daniel W. Vandever
  - *Stolen Words* by Melanie Florence
  - *We Are Still Here!* by Traci Sorell
- Websites
  - Smithsonian: [Native Knowledge 360 FAQ](#)
  - NJ History for Kids: <https://www.state.nj.us/state/historykids/teachersGuide.htm>
  - Lenape Facts for Kids: <https://kids.kiddle.co/Lenape>
  - Nanticoke Lenni-Lenape Tribal Nation: <https://nlltribe.com/>
  - BrainPop Video - [Native American Traditions](#)
  - National Geographic Kids - [Native Americans](#)
- Resources for Teacher Background Information
  - *An Indigenous Peoples' History of the United States For Young People* by Roxanne Dunbar-Ortiz  
Adapted by Jean Mendoza and Debbie Reese
  - [Native Knowledge 360](#)
  - [The Impact of Words and Tips for Using Appropriate Terminology](#)
  - [Time for Kids](#)



Unit 2: Impacts of Colonization	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: Social Studies Grade 4</b>	
Summary and Rationale	
<p>How does our... (perspective) shape how we think about societies and the people in them?" (<i>An Indigenous Peoples' History of the United States For Young People</i>, 13)</p> <p>In Unit 2: Impacts of Colonization, students will identify how perspective is shaped by personal experiences, values, as well as assumptions. The differing motives, beliefs, interests, hopes and fears of the explorers, the sending countries, the Indigenous People, and enslaved people in large part affected how each of these groups and their interconnectedness influenced how the colonies eventually grew and developed.</p> <p>The European nations' competition for gold and other resources promoted the motivation and resources to sponsor exploration of the "New World," setting the stage for settlements that would become future colonies of European powers. Europeans established settlements (and eventually colonies) to provide a haven for religious freedom, economic opportunity, and a profit to the mother country. The strength in belief in the mission, the ability to form relationships with Indigenous People, and disease affected the likely success or failure of the early settlements.</p> <p>Historical understanding is constructed by the consideration and evaluation of multiple perspectives. This unit will focus on identifying multiple perspectives as students use a variety of sources to construct their interpretation of events. In doing so, students can begin to consolidate information to make meaning and develop a more sophisticated understanding of a complex past. Students will also begin to develop the necessary collaboration and communication skills to support future units of study.</p> <p>Colonization created both opportunity and misfortune depending on race, class, religion and/or gender. The social structure of colonial America varied by region, gender, race, and class. The introduction and institutionalization of slavery created intense hardships as well as forever changed the trajectory of both American and world history. Stories of resistance, resilience, and agency abound during this difficult time period.</p>	
Recommended Pacing	
30 days	
New Jersey Student Learning Standards for	
<p><b>Standard: 6.1 U.S. History:</b> America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p><b>Civics, Government, and Human Rights: Civics and Political Institutions-</b> In a representative democracy, individuals play a role in how government functions.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
<p><b>Civics, Government, and Human Rights: Democratic Principles-</b> Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</p>	
6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.

<b>Geography, People, and the Environment: Human Population Patterns- Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.</b>	
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
<b>Geography, People, and the Environment: Spatial Views of the World- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</b>	
6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
<b>Geography, People, and the Environment: Global Interconnections-Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</b>	
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.
6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
<b>Economics, Innovation, and Technology: Exchange and Markets- The exchange of goods and services can have negative and positive effects.</b>	
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
<b>History, Culture, and Perspectives: Continuity and Change- Interactions of people and events throughout history have shaped the world we experience today.</b>	
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.
<b>History, Culture, and Perspectives: Understanding Perspectives- Historical records are shaped by the society that the creator lived in.</b>	
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**History, Culture, and Perspectives: Claims and Argumentation- Historians use evidence from multiple sources to support their claims and arguments about the past.**

6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
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This unit addresses the NJ Holocaust mandate.

This unit addresses the NJ Amistad mandate.

**New Jersey Student Learning Standards for English Language Arts  
Companion Standards**

**Reading Standards for Informational Texts (Grade 4)**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.4.3.	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.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9.	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Writing Standards (Grade 4)**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.
W.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.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 4 Reading standards to literature (e.g., "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, words, or actions]."). B. 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").

<b>Speaking and Listening Standards (Grade 4)</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
SL.4.1.	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
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.
SL.4.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>9.4 Life Literacies and Key Skills by the End of Grade 5</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.5.CR.1:	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
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.
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.
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
9.4.5.CT.4:	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.IML.1:	Evaluate digital sources for accuracy, perspective, credibility and relevance
<b>New Jersey Student Learning Standards for Technology</b>	
<b>Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.

8.2.5.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.
<b>Interdisciplinary Standards</b>	
<b>Science- 4-ESS2: Earth's Systems</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.
<b>Mathematics- Standards for Mathematical Practice</b>	
Construct viable arguments and critique the reasoning of others.	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
Model with mathematics	Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
<b>Comprehensive Health and Physical Education by the End of Grade 5</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions.
2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people.
2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Explore the different motivations and/or rationales for different peoples to settle North America: governmental power, freedom, indentured servitude, forced/enslavement, etc.</li> <li>Not every settlement was initially successful as evident in the colonies of Roanoke and Jamestown.</li> <li>Movement of people and ideas has an effect on all.</li> <li>Colonial life developed its own traditions and norms; these societies were influenced by European and African values.</li> </ul>	

<ul style="list-style-type: none"> <li>Enslavers violated the human rights of enslaved people.</li> <li>The institution of slavery resulted in families being separated at any time.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>What motivations led to the need for Europeans to settle and colonize the Americas?</li> <li>How did the different perspectives and experiences of marginalized groups (i.e. women and enslaved people) impact the growth of settlements in North America?</li> <li>How did enslaved people attempt to maintain their identities and culture?</li> </ul>
<b>Objectives</b>
<b>Students will:</b> <ul style="list-style-type: none"> <li>Pose questions about colonization and the unfair treatment of Indigenous and enslaved people (Holocaust Curriculum Mandate, Amistad Curriculum Mandate)</li> <li>Analyze texts related to the experiences of colonizers, Indigenous People, and enslaved people (Holocaust Curriculum Mandate, Amistad Curriculum Mandate)</li> <li>Use information from more than one source to make evidence-based inferences</li> <li>Make individual claims using reasons, facts, and details to support their ideas</li> <li>Consider multiple perspectives</li> </ul>
<b>Evidence of Learning</b>
<p>Examples of Assessments:</p> <ul style="list-style-type: none"> <li><a href="#">Thinking Routines</a></li> <li>Student discussion</li> <li>Student reflection</li> <li>Collaboration</li> <li>Identifying multiple perspectives</li> </ul>
<input checked="" type="checkbox"/> Formative Assessment
<input checked="" type="checkbox"/> Summative Assessment
<input checked="" type="checkbox"/> Alternative Assessment
<input checked="" type="checkbox"/> Benchmark
<p>Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. <a href="#">Accommodations</a></p>
<b>Resources</b>
<b>Core Texts:</b> <ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li><i>The People Shall Continue</i> by Simon J. Ortiz</li> <li><i>Henry's Freedom Box</i> by Ellen Levine</li> <li><i>In the Time of the Drums</i> by Kim L Siegelson</li> <li><i>Never Forgotten</i> by Patricia C McKissack</li> <li>Toolkit Texts</li> </ul> </li> <li>Websites <ul style="list-style-type: none"> <li><a href="https://colonialamerica.thinkport.org/welcome-to-colonial-america.html">https://colonialamerica.thinkport.org/welcome-to-colonial-america.html</a></li> <li>BrainPop: <ul style="list-style-type: none"> <li><a href="#">BrainPOP Jamestown Part 1</a></li> <li><a href="#">BrainPOP Related Reading: Roanoke</a></li> <li><a href="#">BrainPOP Jamestown Part 2</a></li> </ul> </li> <li>Ducksters: <ul style="list-style-type: none"> <li><a href="#">Lost Colony of Roanoke</a></li> <li><a href="#">Settlement of Jamestown</a></li> </ul> </li> </ul> </li> </ul>

- [Settlement of Plymouth](#)
- Additional Resources for teachers
  - [Library of Congress Collection](#)
  - [African Beginnings](#)
  - [A Journey in Chains](#)

Unit 3: Government and Our Role as Change Makers	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: Social Studies Grade 4</b>	
Summary and Rationale	
<p>In Unit 3, Government and Our Role as Change Makers, students will identify various means of government prior to the US Constitution and how various ideas to establish a government were created. Students will identify how the Constitution organizes the present-day government incorporating the basic ideas included in the Preamble to the Constitution of the United States. Students will learn how the Constitution limits the powers of our government, while identifying and distinguishing the roles and responsibilities of the branches of government. They will explain how the United States Constitution defines and limits the power of government.</p> <p>Students will analyze how the Constitution protects their basic rights and identify the responsibilities of citizens. They will describe the services our government provides the people in the community, state and nation. In addition, students will investigate different ways individuals participate in government.</p> <p>Throughout the unit, students will recognize more than one perspective on a situation, event, or global issue and use reasons, facts and details to support a perspective on a situation, event, or global issue. Students will explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p>	
Recommended Pacing	
30 days	
New Jersey Student Learning Standards for	
<b>Standard:</b>	
<b>6.1 U.S. History: America in the World</b>	
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
<b>In a representative democracy, individuals play a role in how government functions.</b>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.5.Civics PI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.Civics PI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
<b>In a representative democracy, individuals elect representatives to act on the behalf of the people.</b>	
6.1.5.Civics PI.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.
<b>Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</b>	

6.1.5.Civics PI.4	Describe the services our government provides the people in the community, state and across the United States.
6.1.5.Civics PI.6	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.5.Civics PI.8	Describe how the United States Constitution defines and limits the power of government.
<b>Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).</b>	
6.1.5.Civics PD.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.Civics PD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
<b>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</b>	
6.1.5.Civics. DP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
6.1.5.Civics DP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
<b>There are different processes for establishing rules and laws.</b>	
6.1.5.Civics PR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
<b>Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</b>	
6.1.5.Civics PR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
<b>Civics, Government, and Human Rights: Human and Civil Rights- Individuals have the right to be safe and not to be bullied or discriminated against.</b>	
6.1.5.Civics HR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
<b>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</b>	
6.1.5.Civics HR.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.Civics HR.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, inspired social activism in subsequent generations.
6.1.5.Civics HR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
<b>Certain dispositions help individuals contribute to the health of American democracy.</b>	
6.1.5.Civics CM.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.Civics CM.2:	Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
6.1.5.Civics CM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.



6.1.5.Civics CM.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.Civics CM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
6.1.5.Civics CM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Reading Standards for Informational Texts (Grade 4)</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.4.3.	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.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9.	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Writing Standards (Grade 4)</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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.4.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “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, words, or actions].”).</p> <p>B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
<b>Speaking and Listening Standards (Grade 4)</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.  A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>9.4 Life Literacies and Key Skills by the End of Grade 5</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.5.CR.1:	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
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.
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.
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
9.4.5.CT.4:	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.IML.1:	Evaluate digital sources for accuracy, perspective, credibility and relevance
<b>New Jersey Student Learning Standards for Technology</b>	
<b>Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
8.2.5.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.
<b>Interdisciplinary Standards</b>	
<b>Mathematics- Standards for Mathematical Practice</b>	
Construct viable arguments and critique the reasoning of others.	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if

	there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
Model with mathematics	Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The Constitution and Bill of Rights guarantees United States citizens rights and responsibilities.</li> <li>• Governments balance the rights and responsibilities of individuals with the common good.</li> <li>• The United States Constitution is a living document.</li> <li>• How the different structures and functions of each part of the government are interrelated.</li> <li>• The Constitution established principles that guide the government's decision-making ability, providing a framework by which we can evaluate our nation's progress and suggest means for improvement.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why do we need rules?</li> <li>• What goals, people, and documents influenced the making of the Constitution?</li> <li>• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>• How do our interpretations of past events inform our understanding of cause and effect and how do they influence our beliefs and decisions about current public policy issues?</li> <li>• How does the Constitution organize the United States government?</li> <li>• What rights do citizens have?</li> <li>• How do people make changes to make our world more just?</li> <li>• When have people taken a stand against what they believe to be an injustice?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>• Rules are needed in order for societies to function effectively.</li> <li>• What makes the Constitution a living document.</li> <li>• The Constitution and Bill of Rights guarantees United States citizens rights and responsibilities.</li> <li>• Recognize ideas from documents used to develop the Constitution (e.g. Magna Carta, Haudenosaunee Great Law of Peace, Articles of Confederation, Virginia Plan, etc.)</li> <li>• Identify how the rights of selected groups have changed and how the Constitution reflects those changes. (Equity Curriculum Mandate)</li> </ul> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• To identify why the Articles of Confederation was created and why it needed to be changed.</li> </ul>	

- Explain the process of how a bill becomes a law.
- Analyze the impact of the Constitution on their lives today.
- Recognize differing perspectives on a social situation or global event. (Holocaust Curriculum Mandate)
- Identify the three branches of government, the people that are involved in each branch, and the functions of each branch.
- Explain the meaning of the words citizen and citizenship and identify how people can obtain citizenship.
- Investigate the Bill of Rights and explain its importance.
- Explore the rights of children and compare them to the rights of adults in America.
- Examine the various roles in government and identify how their involvement impacts outcomes.
- Investigate when and how people make changes that lead to a more just world. (Asian American and Pacific Islander Curriculum Mandate, Equity Curriculum Mandate)

### Evidence of Learning

#### Assessment

Examples of Assessments:

- [Thinking Routines](#)
- Student discussion
- Student reflection
- Collaboration
- Identifying multiple perspectives
- Activist Profile project
- Claims supported by evidence and reason

☒ Formative Assessment

☒ Summative Assessment

☒ Alternative Assessment

☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

### Resources

#### Core Text:

- Texts
  - *Short Fiction for the American Revolution and Constitution* (**Heinemann Resource District Site**)
  - *We the People* *The Citizen and the Constitution*
  - *Pride: The Story of Harvey Milk and the Rainbow Flag* by Rob Sanders
  - *All the Way to the Top* by Annette Bay Pimental
  - *Shaking Things Up* by Susan Hood
  - *Let's Talk About Race* by Julius Lester
  - *For Which We Stand* by Jeff Foster
  - Tribal Regalia Banned Washington Post Article by way of Newsela
  - *White Socks Only* by Evelyn Coleman
  - *I Am American: the Wong Kim Ark Story* by Martha Brockenbrough and Grace Lin
  - [A Year of Good News 2021](#) by Martin Smatana
  - *Harvesting Hope, The Story of Cesar Chavez* by Katherine Krull
  - *Resist!: Peaceful Acts that Changed Our World* by Stanley, Diane
  - *Our house is on fire : Greta Thunberg's call to save the planet* by Winter, Jeanette
  - *Side by Side: The Story of Dolores Huerta and Cesar Chavez* by Monica Brown
  - *Shining a Light: Celebrating 40 Asian Americans and Pacific Islanders Who Changed the World* by Bybee, Veeda, author.

- *For Which We Stand* by Jeff Foster
- Websites
  - BrainPOP
    - [Articles of Confederation](#)
    - [The US Constitution](#)
    - [Bill of Rights](#)
    - [Branches of Government](#)
    - [How a Bill Becomes a Law](#)
  - [Tribal Governments](#)
  - [Native Government](#)
- Additional resources for teachers