

Ocean Academy Charter School  
Curriculum Guide  
Grade 4 - Social Studies



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<b>Created by:</b>	Amy LaBarca and Dariaknna Yencer

<b>OCEAN ACADEMY CHARTER SCHOOL Curriculum</b>	
<b>Content Area:</b> Social Studies	
<b>Course Title:</b> Social Studies	
<b>Grade Level:</b> 4	
<b>Unit Title</b>	<b>Pacing Guide in Days</b>
Unit 1: Map Skills Civics	30 Days
Unit 2: US Regions <b>Amistad</b> <b>Diversity and Inclusion</b>	50 Days
Unit 3: Economics (Junior Achievement Day) <b>Holocaust</b> Earth Day/ <b>Climate Change</b> <b>American Asian and Pacific Islander History</b>	10 Days

<b>OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview</b>	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Map Skills	<b>Duration:</b> 30 days
<b>Target Course/Grade Level:</b> 4	

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**Introduction/Unit Focus:**

In today's interconnected world, understanding how people, places, and environments are connected is more important than ever. In this unit, students will explore the use of maps, globes, and digital geographic tools to understand the physical and cultural characteristics of places around the world. Through this study, they will develop an awareness of their relationships to local and global communities, and examine how tools like latitude, longitude, and time zones help us make sense of our world.

Students will analyze how urban areas across the globe may share physical features, such as buildings, roads, and infrastructure, while also reflecting unique cultural traditions and values. As they use digital resources and technology to explore these connections, they will also learn how to use such tools responsibly and effectively.

This unit also focuses on the role of collaboration, both within communities and across nations, in addressing shared global challenges. Students will evaluate expectations within their own school and community, consider whether these expectations serve their intended purpose, and explore ways individuals can contribute to the common good through actions like self-discipline and civility.

Critical thinking and problem-solving will be emphasized as essential life skills. Students will practice identifying problems, seeking multiple viewpoints, and developing thoughtful strategies for reaching consensus and resolving conflict. They will learn that people view events differently based on their life experiences, cultural backgrounds, and historical context, helping them become more empathetic and open-minded citizens.

Through this unit, students will strengthen their geographic literacy, digital competency, and social awareness as they begin to understand the importance of responsible participation in a diverse and dynamic world.

**Disciplinary Concepts for the Unit**

**Standard 9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**Standard 9.2 Career Awareness, Exploration, Preparation and Training**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**Standard 9.4 Life Literacies and Key Skills**

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This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

**Standard 8.1 Computer Science**

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

**Standard 8.2 Design Thinking**

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**Diversity and Inclusion: C.18A:35-4.36a** Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and

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innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Disciplinary Concepts**

Civics, Government, and Human Rights: Participation and Deliberation

Civics, Government, and Human Rights: Processes and Rules

Civics, Government, and Human Rights: Civic Mindedness

Geography, People and the Environment: Spatial Views of the World

Geography, People, and the Environment: Human Environment Interaction

Geography, People, and the Environment:: Global Interconnections

Economics, Innovation, and Technology: Economic Ways of Thinking

**Social Studies Practices**

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the

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	<p>need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p>
<p>Developing Claims and Using Evidence</p>	<p>Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.</p>
<p>Presenting Arguments and Explanations</p>	<p>Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.</p>
<p>Engaging in Civil Discourse and Critiquing Conclusions</p>	<p>Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.</p>

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Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
<b>Focus Standards (Major Standards)</b> <a href="https://www.nj.gov/education/cccs">https://www.nj.gov/education/cccs</a>	
<b>Core Idea</b>	<b>Performance Expectation</b>
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>
There are different processes for establishing rules and laws.	<ul style="list-style-type: none"> <li>➤ 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> <li>➤</li> </ul>
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none"> <li>➤ 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</li> <li>➤ 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</li> </ul>
Certain dispositions help individuals contribute to the health of American democracy.	<ul style="list-style-type: none"> <li>➤ 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.</li> <li>➤ 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</li> </ul>
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and	<ul style="list-style-type: none"> <li>➤ 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific</li> </ul>

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<p>communicate information.</p>	<p>purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <ul style="list-style-type: none"> <li>➤ 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</li> <li>➤ 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</li> </ul>
<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>	<ul style="list-style-type: none"> <li>➤ 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</li> <li>➤ 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤</li> </ul>
<p>Economic decision making involves setting goals and identifying the resources available to achieve those goals</p>	<ul style="list-style-type: none"> <li>➤ 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make</li> </ul>
<p style="text-align: center;"><b><a href="https://www.nj.gov/education/cccs">New Jersey Student Learning Standards: Interdisciplinary Connections</a></b></p>	
<p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> <li>➤ RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.</li> </ul>	

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- RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

**Writing Standards: W.4.1, W.4.2, W.4.4, W.4.7, W.4.8, W.4.10**

- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  - A. Identify audience, purpose, and intended length of composition before writing.
  - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
  - C. Consider writing as a process, including self-evaluation, revision and editing.
  - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
  - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
  - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
  - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Provide a conclusion related to the information or explanation presented.
- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

**Speaking and Listening Standards:**

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on

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<p>others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>B. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>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.</li> <li>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> <p>➤ SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>
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**New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)**

<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and statement)</b>
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	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
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)**

<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals.	8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology

**New Jersey Student Learning Standards: [Climate Change Mandate](#)**

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<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States</p> <p>6.1.5.GeoHE.2: Cite examples of how technological advances have changed New Jersey and the United States (e.g., energy, transportation, communications).</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration</p>
Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	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.
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress	6.1.5.EconNM.2: Use data to describe how the resources and regions in New Jersey and other regions of the United States have impacted economic opportunities.
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.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	

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Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

**Knowledge and Skills**

**Unit Learning Targets (Objectives):**

*Students will be able to...*

- Explain how human activity has influenced the environment using maps, photographs, and satellite images.
- Identify and use different types of maps to understand various geographic purposes.
- Determine locations using lines of latitude and longitude.
- Explore how time zones work and how to calculate time differences.
- Use digital tools and maps to locate and describe regions of the United States.
- Describe how technological advancements have affected the U.S. environment and society.
- Analyze how migration patterns have influenced communities and shaped the country.
- Understand how incentives can impact the decisions people make.
- Use evidence from texts or observations to support how personal responsibility contributes to the well-being of the group.
- Describe how geography influences diversity across regions and communities.
- Identify behaviors and habits that promote teamwork and effective problem-solving.
- Compare decision-making processes in classrooms, local government, and broader society.
- Evaluate how school and community rules serve the needs of the people.
- Understand how policies are created to help solve public issues.
- Recognize the value of collaboration among people of different cultural backgrounds.
- Explain how interactions between the U.S. and other countries affect both regions.
- Measure distances using map scales.

**Unit Enduring Understandings:**

*Students will know...*

- Geography helps shape the differences and similarities among people and places.
- Maps and geographic tools are essential for understanding our world and how it changes.
- Communication and cooperation with other nations contribute to a strong, connected society.
- Accepting and valuing cultural differences can help communities grow and thrive.

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- People who work together and solve problems fairly contribute to stronger communities.
- Solutions to public challenges often require creativity, collaboration, and understanding of multiple perspectives.
- Discrimination and unfair treatment harm individuals and society as a whole.
- Diverse viewpoints help us understand complex issues and work toward peaceful solutions.

**Unit Essential Questions:**

- How does exposure to different cultures and communities influence how we live?
- What tools can we use to learn more about our country and the world?
- In what ways has technology transformed how people interact with the environment?
- How can understanding maps help us make better decisions about the places we live?
- What are some fair and respectful ways to make rules and solve conflicts together?
- How can people work together to address problems that affect their community?
- Why is collaboration among different groups important for the success of a society?
- How do I use maps to find locations and measure time or distance accurately?

**Instructional Plan**

- Using read a louds, Studies Weekly, Brainpop, Pebble Go/Pebble Go Next , Mentor Texts, Leveled Readers, Online resources, videos, and printables, the teacher and students will discuss and analyze the importance of maps, how to read different types of maps, and explain the locations between the United States and other parts of the world. The teacher will use the standards, suggested resources, assessments, and modifications to meet the needs of all students.
- Decision making, collaboration with peers, problem solving, diversity, and procedures will be taught through the first weeks of school by creating class rules, Morning Meeting, discussions, read alouds, and videos. These will be taught throughout the year, as well,
- Pebble Go/PebbleGoNext: **Global Climate Strike**
- PebbleGoNext - Geography
- Studies Weekly: Citizens - Week 4
- Studies Weekly: Geography -Week 6
- PebbleGoNext- **Asian American Movement**
- Brain POP Map Skills, Latitude and Longitude
- Brain POP Jr: Continents and Oceans, Landforms, Reading Maps
- National Geographic Kids How to Use Map Skills
- Hands-on exploration learning opportunities are used to collaborate with peers and to explore the content.

Low Prep Strategies:

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- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or hetero will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group

**High Prep Strategies**

- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level. (genius by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information.

**Evidence of Student Learning**

**Formative Assessments:**

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

**Summative Assessments**

- Teacher made assessments
- Studies Weekly Assessments

**Alternative Assessments**

- Based on IEP or 504 as needed

**Performance Tasks:**

- Hands on exploration project
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in

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pairs or individuals. Any small groups or pairs change over time based on assessment data.

- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.

**Suggested Options for Differentiation and Modifications**

**Special Education**

- Follow all IEP modifications.
  - Use visuals, diagrams, timelines, and maps.
  - Provide graphic organizers and guided notes.
  - Pre-teach and review key vocabulary and concepts.
  - Provide word banks and study guides.
  - Use leveled texts and simplified resources when needed.
  - Offer small-group or one-on-one instruction.
  - Assign supportive “learning buddies” or peer tutors.
  - Provide preferential seating.
  - Read aloud directions and texts as needed.
  - Allow extra time for projects and assessments.
  - Accept oral, dictated, or illustrated responses.
  - Reduce or modify the number of questions on assignments/tests.
  - Provide large-print, Braille, or digital texts with audio supports.
  - Use scribes or communication devices when required.
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**Students with 504 Plans**

- Follow the 504 plan.
- Provide extended time for assignments and tests.
- Offer small-group or quiet settings.
- Provide preferential seating.
- Accept oral or dictated responses.

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- Provide large-print, Braille, or digital texts with assistive technology.
  - Allow use of scribes or communication devices when needed.
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**Students at Risk of School Failure**

- Provide extended time and reduce workload when appropriate.
  - Break down assignments or projects into smaller steps.
  - Provide a copy of teacher notes, outlines, or graphic organizers.
  - Pre-teach key vocabulary with visuals and examples.
  - Assign peer support or tutoring.
  - Provide preferential seating.
  - Offer frequent teacher check-ins and feedback.
  - Use real-world examples and connections to increase engagement.
- 

**Gifted and Talented**

- Ask higher-order, open-ended questions (analyze, evaluate, create).
  - Provide opportunities for independent research or inquiry projects.
  - Offer enrichment texts, primary sources, and historical documents.
  - Encourage simulations, debates, and role-plays.
  - Allow choice in projects, products, or presentations.
  - Use flexible grouping for inquiry and problem-solving activities.
  - Provide cross-curricular enrichment (e.g., social studies + ELA writing, social studies + STEM).
  - Encourage reflection, debriefing, and peer teaching.
- 

**Multilingual Learners**

- Collaborate with ESL/MLL specialists.
- Provide small-group and partner work with language supports.
- Pre-teach vocabulary with visuals, cognates, and realia (maps, artifacts, pictures).
- Use bilingual glossaries, labeled diagrams, and picture dictionaries.
- Provide sentence frames for discussions and written responses.
- Scaffold writing tasks with outlines, graphic organizers, and templates.
- Allow oral responses or presentations in place of written work.
- Provide extended time and recorded readings of text.

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**Diversity and Inclusion**

- Integrate diverse cultural perspectives and contributions in lessons.
- Provide alternative assignment formats (oral, visual, creative).
- Use visuals, outlines, and clear academic language.
- Avoid slang and idiomatic expressions; use precise vocabulary.
- Collaborate with cultural liaisons, language professionals, and support staff.
- Establish inclusive classroom norms and respectful discussion routines.
- Provide sufficient wait time before calling on students.
- Build strong family connections and involve families in cultural projects.

**Supplemental Resources**

**Instructional Materials**

- Grades 3-5: Studies Weekly
- Printables
- Mentor Texts
- Online Resources
- Videos

**Supplemental Materials**

- PebbleGo
- BrainPop
- Different Types of Maps

**Intervention**

- Studies Weekly
  - Interviews
  - Leveled Readers
  - Projects

**Teacher Notes**

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<b>OCEAN ACADEMY CHARTER SCHOOL Unit 2 Overview</b>	
<b>Content Area: Social Studies</b>	
<b>Unit Title: US Regions</b>	<b>Duration: 50 days</b>
<b>Target Course/Grade Level: 4</b>	
<b>Introduction/Unit Focus:</b>	
<p>In this unit, students will explore how regions in the United States develop and change over time based on unique combinations of physical geography, climate, natural resources, economies, and cultural traditions. Through hands-on learning, collaboration, and inquiry-based activities, students will analyze how people interact with their environment and how human movement and settlement have shaped communities, both historically and today.</p> <p>Students will use a variety of tools: maps, globes, and digital resources to investigate geographic relationships, including how latitude, longitude, and time zones help us understand our world. They will also examine the impact of human activity and natural events on the environment, citing evidence from multiple sources to better understand these connections. As part of this exploration, students will learn how civil rights leaders influenced society, inspiring others to advocate for justice and equality.</p> <p>Instruction will be supported through diverse resources such as read-alouds, leveled readers, online platforms, mentor texts, videos, and other print materials. These tools will help students compare the characteristics of different regions in the U.S., including variations in landforms, climate, landmarks, products, and cultures.</p> <p>In addition to content knowledge, students will practice important life skills such as decision-making, collaboration, and problem-solving. These will be emphasized especially during the early weeks of school through Morning Meetings, read-alouds, class discussions, and the development of classroom rules. These foundational skills will continue to be reinforced throughout the year as students learn to work cooperatively, value diversity, and reflect on their roles as informed and active citizens.</p>	
<b>Disciplinary Concepts for the Unit</b>	
<p><b>Standard 9.1 Personal Financial Literacy</b> This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p><b>Standard 9.2 Career Awareness, Exploration, Preparation and Training</b></p>	

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This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**Standard 9.4 Life Literacies and Key Skills**

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

**Standard 8.1 Computer Science**

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

**Standard 8.2 Design Thinking**

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**Diversity and Inclusion: C.18A:35-4.36a** Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in

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kindergarten through Grade 12 (P.L.2021, c.416).

**21st Century Themes and Skills**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Disciplinary Concepts**

Ciics, Government, and Human Rights: Human and Civil Rights

Geography, People, and the Environment: Human Population Patterns

Economics, Innovation, and Technology: Exchange and Markets

Economics, Innovation, and Technology: National Economy

Economics, Innovation, and Technology: Global Economy

**Social Studies Practices**

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance

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	of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and

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	reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
<b>Focus Standards (Major Standards) <a href="https://www.nj.gov/education/cccs">https://www.nj.gov/education/cccs</a></b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	<ul style="list-style-type: none"> <li>➤ 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</li> </ul>
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	<ul style="list-style-type: none"> <li>➤ 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</li> </ul>
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights	<ul style="list-style-type: none"> <li>➤ 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.</li> <li>➤</li> </ul>
Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of</li> </ul>

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	resources have impacted where and how people live and work in different regions of New Jersey and the United States
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</li> </ul>

**New Jersey Student Learning Standards: Interdisciplinary Connections**  
<https://www.nj.gov/education/cccs>

**Reading Standards for Informational Text:**

- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

**Writing Standards:**

- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  - A. Identify audience, purpose, and intended length of composition before writing.
  - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
  - C. Consider writing as a process, including self-evaluation, revision and editing.
  - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

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- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
  - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
  - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Provide a conclusion related to the information or explanation presented.
- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

**Speaking and Listening Standards:**

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - 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.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

**New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)**

<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and statement)</b>
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	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
The ability to solve problems effectively begins with gathering	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as

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data, seeking resources, and applying critical thinking skills.	personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
<b><u>New Jersey Student Learning Standards: <a href="#">Computer Science and Design Thinking</a> Articulation Guide</u></b>	
<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals.	8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology

<b>Knowledge and Skills</b>
<p><b>Unit Learning Targets (Objectives):</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>➤ Identify unique cultural traits found across the United States.</li> <li>➤ Compare and contrast urban, rural, and suburban communities.</li> <li>➤ Examine the similarities and differences among the five U.S. regions.</li> <li>➤ Describe how access to natural resources influences where and how people live.</li> <li>➤ Explore the ways in which regions of the U.S. are similar and different in terms of geography, economy, and culture.</li> </ul>
<p><b>Unit Enduring Understandings:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>➤ The Holocaust was a historical example of prejudice and bigotry.</li> <li>➤ Regions are shaped by their landforms, climate, cultures, and economies.</li> <li>➤ Rural, suburban, and urban areas have both shared and unique characteristics.</li> <li>➤ Civil Rights leaders played an important role in shaping U.S. history.</li> <li>➤ Each region of the United States has its own states, capitals, landmarks, resources, and cultural identities.</li> <li>➤ Regional boundaries can shift over time based on environmental and human factors.</li> </ul>

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**Unit Essential Questions:**

- How do natural resources, transportation, and climate influence a region's economic opportunities?
- How are U.S. cultures alike and different from one another and from those around the world?
- What can cause a region's physical geography to change over time?
- What are the geographic similarities and differences among the five U.S. regions?
- How does studying the states and capitals help you understand regional identity?
- In what ways do cultural differences shape the way people live in various regions of the United States?

**Instructional Plan**

- Using read alouds, Studies Weekly, Brainpop, PebbleGo/Pebble Go Next, Mentor Texts, Leveled Readers, Online resources, videos, and printables, the teacher and students will identify what makes up a particular US Region including culture, climate, landmarks, landforms, waterways, products, and natural resources. Then, students will compare and contrast the US Regions and investigate different characteristics of urban, rural, and suburban communities. The teacher will use the standards, suggested resources, assessments, and modifications to meet the needs of all students.
- Research and cite evidence for the Actions of **Dr. Martin Luther King Jr.** and other civil rights leaders through videos, read-alouds, printables, and hands on activities.
- Hands-on exploration learning opportunities are used to collaborate with peers and to explore the content.
- PebbleGoNext- Harriet Tubman - **Amistad**
- PebbleGoNext - Tuskegee Airmen- **Amistad**
- PebbleGoNext - Buffalo Soldiers - **Amistad**
- Mentor text - Henry's Freedom Box - **Amsitad**
- PebbleGoNext - Celebrating Diversity - **Diversity and Inclusion**
- Studies Weekly - Comparing the Regions of New Jersey -Week 8
- Studies Weekly -Regions of the United States - Week 12
- National Geographic Kids <https://kids.nationalgeographic.com/> U.S. States and Territories, United States
- Northeast Region: [Getepic.com](http://Getepic.com)
- Southwest Region
- Southeast Region Culture
- Midwest
- BrainPop Jr.
  - **Martin Luther King Jr.**, George Washington, Abraham Lincoln
- BrainPop
  - Black History- **Diversity and Inclusion**

Low Prep Strategies:

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- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or hetero will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group

**High Prep Strategies**

- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level. (genius by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information.

**Evidence of Student Learning**

**Formative Assessments:**

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

**Summative Assessments**

- Teacher made assessments
- Studies Weekly Assessments

**Alternative Assessments**

- Based on IEP or 504 as needed

**Performance Tasks:**

- Hands on exploration project
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in

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pairs or individuals. Any small groups or pairs change over time based on assessment data.

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- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.

**Suggested Options for Differentiation and Modifications**

**Special Education**

- Follow all IEP modifications.
  - Use visuals, diagrams, timelines, and maps.
  - Provide graphic organizers and guided notes.
  - Pre-teach and review key vocabulary and concepts.
  - Provide word banks and study guides.
  - Use leveled texts and simplified resources when needed.
  - Offer small-group or one-on-one instruction.
  - Assign supportive “learning buddies” or peer tutors.
  - Provide preferential seating.
  - Read aloud directions and texts as needed.
  - Allow extra time for projects and assessments.
  - Accept oral, dictated, or illustrated responses.
  - Reduce or modify the number of questions on assignments/tests.
  - Provide large-print, Braille, or digital texts with audio supports.
  - Use scribes or communication devices when required.
- 

**Students with 504 Plans**

- Follow the 504 plan.
- Provide extended time for assignments and tests.
- Offer small-group or quiet settings.
- Provide preferential seating.

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- Accept oral or dictated responses.
  - Provide large-print, Braille, or digital texts with assistive technology.
  - Allow use of scribes or communication devices when needed.
- 

**Students at Risk of School Failure**

- Provide extended time and reduce workload when appropriate.
  - Break down assignments or projects into smaller steps.
  - Provide a copy of teacher notes, outlines, or graphic organizers.
  - Pre-teach key vocabulary with visuals and examples.
  - Assign peer support or tutoring.
  - Provide preferential seating.
  - Offer frequent teacher check-ins and feedback.
  - Use real-world examples and connections to increase engagement.
- 

**Gifted and Talented**

- Ask higher-order, open-ended questions (analyze, evaluate, create).
  - Provide opportunities for independent research or inquiry projects.
  - Offer enrichment texts, primary sources, and historical documents.
  - Encourage simulations, debates, and role-plays.
  - Allow choice in projects, products, or presentations.
  - Use flexible grouping for inquiry and problem-solving activities.
  - Provide cross-curricular enrichment (e.g., social studies + ELA writing, social studies + STEM).
  - Encourage reflection, debriefing, and peer teaching.
- 

**Multilingual Learners**

- Collaborate with ESL/MLL specialists.
- Provide small-group and partner work with language supports.
- Pre-teach vocabulary with visuals, cognates, and realia (maps, artifacts, pictures).
- Use bilingual glossaries, labeled diagrams, and picture dictionaries.
- Provide sentence frames for discussions and written responses.
- Scaffold writing tasks with outlines, graphic organizers, and templates.
- Allow oral responses or presentations in place of written work.

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- Provide extended time and recorded readings of text.
- 

**Diversity and Inclusion**

- Integrate diverse cultural perspectives and contributions in lessons.
- Provide alternative assignment formats (oral, visual, creative).
- Use visuals, outlines, and clear academic language.
- Avoid slang and idiomatic expressions; use precise vocabulary.
- Collaborate with cultural liaisons, language professionals, and support staff.
- Establish inclusive classroom norms and respectful discussion routines.
- Provide sufficient wait time before calling on students.
- Build strong family connections and involve families in cultural projects.

**Supplemental Resources**

**Instructional Materials**

- Grades 3-5: Studies Weekly
- Printables
- Mentor Texts
- Online Resources
- Videos

**Supplemental Materials**

- PebbleGo
- BrainPop
- Different Types of Maps

**Intervention**

- Studies Weekly
  - Interviews
  - Leveled Readers
  - Projects

**Teacher Notes**

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<b>OCEAN ACADEMY CHARTER SCHOOL Unit 3 Overview</b>	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Civics/Economics	<b>Duration:</b> 10 days
<b>Target Course/Grade Level:</b> 4	
<b>Introduction/Unit Focus:</b>	
<p>In this unit, students will explore how individuals and communities make decisions by weighing options, identifying influences, and considering the resources available to them. Through goal setting and problem solving, students will begin to understand how personal and collective choices can impact their communities and beyond. They'll examine the role of economics in everyday life, investigating how scarcity, cost-benefit decisions, and supply and demand shape the way people and nations operate.</p> <p>Students will analyze how the availability of resources and access to technology affect economic opportunities across New Jersey and the wider United States. They'll study how businesses, goods and services, and human and physical capital contribute to local and national economies, while also understanding how governments fund public services. Data and economic indicators will be used to compare how different regions, especially New Jersey, are impacted by national and global economic trends.</p> <p>The unit will also focus on the cultural diversity that shapes American life. Students will examine how traditions, values, and innovation from various cultural groups contribute to our shared identity as Americans. They will explore how communities work to preserve cultural heritage while adapting to change. By learning to respect multiple perspectives and participate in community decision-making, students will begin to recognize their role as active, thoughtful citizens in an interconnected world.</p> <p>Finally, students will develop an understanding of how creativity and innovation influence not only economic growth but also the way we communicate, access information, and solve problems in society. They will reflect on how cultural awareness and collaboration are key to addressing local and global challenges and promoting positive change.</p>	
<b>Disciplinary Concepts for the Unit</b>	
<p><b>Standard 9.1 Personal Financial Literacy</b> This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p>	

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- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**Asian Americans and Pacific Islanders (AAPI)**

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders

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(AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

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**Disciplinary Concepts and Core Ideas**

Economics, Innovation and Technology: Exchange and Markets

Economics, Innovation and Technology: Economic Ways of Thinking

Civics, Government, and Human Rights: Participation and Deliberation

Civics, Government, and Human Rights: Human Environment Interaction

Civics, Government, and Human Rights: Global Interconnections

**Social Studies Practices**

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may

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	<p>be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p>
Developing Claims and Using Evidence	<p>Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.</p>
Presenting Arguments and Explanations	<p>Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.</p>
Engaging in Civil Discourse and Critiquing Conclusions	<p>Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.</p>
Taking Informed Action	<p>After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to</p>

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	implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
<b>Focus Standards (Major Standards)</b> <a href="https://www.nj.gov/education/cccs">https://www.nj.gov/education/cccs</a>	
<b>Core Idea</b>	<b>Performance Expectation</b>
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	<ul style="list-style-type: none"> <li>➤ 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</li> <li>➤ 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations</li> </ul>
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	<ul style="list-style-type: none"> <li>➤ 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</li> <li>➤ 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</li> <li>➤ 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</li> <li>➤</li> </ul>
The government uses a variety of tools to pay for goods and services it provides to individuals and communities.	<ul style="list-style-type: none"> <li>➤ 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.</li> </ul>
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<ul style="list-style-type: none"> <li>➤ 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</li> <li>➤ 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.</li> </ul>
Through participation in the decision-making process (e.g., voting, petitions,	<ul style="list-style-type: none"> <li>➤ 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate</li> </ul>

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contacting elected officials, serving in their community) people can initiate change.	change and share with school and/or community members.
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts	➤ 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	➤ 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

**New Jersey Student Learning Standards: Interdisciplinary Connections**  
<https://www.nj.gov/education/cccs>

**Reading Standards for Informational Text:**

- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

**Writing Standards: W.4.1, W.4.2, W.4.4, W.4.7, W.4.8, W.4.10**

- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  - F. Identify audience, purpose, and intended length of composition before writing.
  - G. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
  - H. Consider writing as a process, including self-evaluation, revision and editing.
  - I. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

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- J. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - F. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
  - G. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
  - H. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
  - I. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - J. Provide a conclusion related to the information or explanation presented.
- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

**Speaking and Listening Standards:**

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - F. Follow agreed-upon rules for discussions and carry out assigned roles.
  - G. 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.
  - H. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

**New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)**

<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and statement)</b>
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	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
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)**

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<b>Articulation Guide</b>	
<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals.	8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology

<b>New Jersey Student Learning Standards: <span style="background-color: #ff00ff;">Climate Change Mandate</span></b>	
<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

<b>Knowledge and Skills</b>
<p><b>Unit Learning Targets (Objectives):</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>➤ Collaborate using digital tools to explore and discuss global challenges.</li> <li>➤ Explain how global trade impacts the production and use of goods and services.</li> <li>➤ Design and propose solutions to a real-world problem that affects people around the globe.</li> <li>➤ Analyze how supply and demand influence the cost of products in a marketplace.</li> </ul>

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**Unit Enduring Understandings:**

*Students will know...*

- Economic systems are influenced by global supply and demand.
- Technology helps people work together to address challenges beyond their local communities.
- Global problems require cooperation and innovative thinking to find effective solutions.
- A global market can impact the availability and pricing of goods and services everywhere.

**Unit Essential Questions:**

- How do global markets affect the way goods are produced and consumed?
- What challenges exist in the world today, and how can we help solve them?
- What is the relationship between supply, demand, and pricing?
- What skills and traits make someone a successful entrepreneur?

**Instructional Plan**

- Using read a louds, Brainpop, PebbleGo/PebbleGo Next, Mentor Texts, Leveled Readers, Online resources, videos, and printables, the teacher and students will develop a plan to address an issue related to climate change, and use technology to examine global issues, including climate change solutions.. The teacher will use the standards, suggested resources, assessments, and modifications to meet the needs of all students.
- Students will use economic data to determine how goods and services are inter-related, identify examples of trade, and explain how supply and demand influence prices.
- Hands-on exploration learning opportunities are used to collaborate with peers and to explore the content.
- Studies Weekly - Human Environment Interaction - Week 9
- PebbleGo/PebbleGoNext - Global Climate Strike
- Molly's Pilgrim - Holocaust
- K-4 Holocaust and Genocide Curriculum
- Brain POP: [www.jrbrainpop.com](http://www.jrbrainpop.com) Goods and Services
- National Geographic Kids <https://kids.nationalgeographic.com/> Save the Earth, Climate Change, History of Earth Day

**Low Prep Strategies:**

- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or hetero will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group

**High Prep Strategies**

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- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level. (genius by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information.

**Evidence of Student Learning**

**Formative Assessments:**

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

**Summative Assessments**

- Teacher made assessments
- Studies Weekly Assessments

**Alternative Assessments**

- Based on IEP or 504 as needed

**Performance Tasks:**

- Hands on exploration project
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

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- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.

**Suggested Options for Differentiation and Modifications**

**Special Education**

- Follow all IEP modifications.
- Use visuals, diagrams, timelines, and maps.
- Provide graphic organizers and guided notes.
- Pre-teach and review key vocabulary and concepts.
- Provide word banks and study guides.
- Use leveled texts and simplified resources when needed.
- Offer small-group or one-on-one instruction.
- Assign supportive "learning buddies" or peer tutors.
- Provide preferential seating.
- Read aloud directions and texts as needed.
- Allow extra time for projects and assessments.
- Accept oral, dictated, or illustrated responses.
- Reduce or modify the number of questions on assignments/tests.
- Provide large-print, Braille, or digital texts with audio supports.
- Use scribes or communication devices when required.

**Students with 504 Plans**

- Follow the 504 plan.
- Provide extended time for assignments and tests.
- Offer small-group or quiet settings.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices when needed.

**Students at Risk of School Failure**

- Provide extended time and reduce workload when appropriate.
- Break down assignments or projects into smaller steps.

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- Provide a copy of teacher notes, outlines, or graphic organizers.
- Pre-teach key vocabulary with visuals and examples.
- Assign peer support or tutoring.
- Provide preferential seating.
- Offer frequent teacher check-ins and feedback.
- Use real-world examples and connections to increase engagement.

**Gifted and Talented**

- Ask higher-order, open-ended questions (analyze, evaluate, create).
- Provide opportunities for independent research or inquiry projects.
- Offer enrichment texts, primary sources, and historical documents.
- Encourage simulations, debates, and role-plays.
- Allow choice in projects, products, or presentations.
- Use flexible grouping for inquiry and problem-solving activities.
- Provide cross-curricular enrichment (e.g., social studies + ELA writing, social studies + STEM).
- Encourage reflection, debriefing, and peer teaching.

**Multilingual Learners**

- Collaborate with ESL/MLL specialists.
- Provide small-group and partner work with language supports.
- Pre-teach vocabulary with visuals, cognates, and realia (maps, artifacts, pictures).
- Use bilingual glossaries, labeled diagrams, and picture dictionaries.
- Provide sentence frames for discussions and written responses.
- Scaffold writing tasks with outlines, graphic organizers, and templates.
- Allow oral responses or presentations in place of written work.
- Provide extended time and recorded readings of text.

**Diversity and Inclusion**

- Integrate diverse cultural perspectives and contributions in lessons.
- Provide alternative assignment formats (oral, visual, creative).
- Use visuals, outlines, and clear academic language.
- Avoid slang and idiomatic expressions; use precise vocabulary.
- Collaborate with cultural liaisons, language professionals, and support staff.

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- Establish inclusive classroom norms and respectful discussion routines.
- Provide sufficient wait time before calling on students.
- Build strong family connections and involve families in cultural projects.

**Supplemental Resources**

**Instructional Materials**

- Grades 3-5: Studies Weekly
- Printables
- Mentor Texts
- Online Resources
- Videos

**Supplemental Materials**

- PebbleGo
- BrainPop
- Different Types of Maps

**Intervention**

- Studies Weekly
  - Interviews
  - Leveled Readers
  - Projects

**Teacher Notes**