

***Howell Township Public Schools  
Social Studies Curriculum Guide  
Grades K-5***

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## *Philosophy*

"History is about high achievement, glorious works of art, music, architecture, literature, philosophy, science and medicine -- not just politics and the military -- as the best of politicians and generals have readily attested. History is about leadership, and the power of ideas. History is about change, because the world has never not been changing, indeed because life itself is change."

*David McCullough, 2003*

Howell Township embraces this philosophy. Our twenty-first century students need to be equipped with historical knowledge to analyze change. They must understand history as a key to their future; not as a dusty vestige of the past, but as a dynamic gift. In an interdependent world, it is necessary that our students learn about the common human qualities that unite people, cultures, societies and economic systems that prevail in other parts of the world and recognize the political and cultural barriers that impede dialogue.

The social studies curriculum provides preparation and practice for lifelong citizenship skills. Citizenship in a democratic society requires the development of skills for critical thinking, decision-making, and participation. In a democratic society, citizens of all ages make decisions that affect themselves, their families, their communities, their nations, and the world.

The social studies curriculum is designed to interact with learning from other disciplines. It integrates history, geography, economics, civics and contemporary issues with the other curricular areas. Social studies should allow students to experience topics in depth rather than covering a lot of material at the surface level. The curriculum will help develop well-informed, responsible citizens who will be productive members of society who have learned to work actively and cooperatively with others.

## ***Goals of the Social Studies Curriculum (From the NJCCCS):***

- Acquire a basic understanding and appreciation of American traditions and values based on knowledge of history and of the development and functioning of the American constitutional system of government;
- Develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans;
- Acquire basic literacy in the core disciplines of social studies and have the basic understandings needed to apply this knowledge to their lives as citizens;
- Understand world history as the context for United States history and as a record of the great civilizations and cultures of the past and present; and
- Participate in activities that enhance the common good and increase the general welfare.

### ***Introduction***

“The best of prophets of the future is the past.”  
Byron

The Social Studies Curriculum Framework for grades Kindergarten through fifth embraces the charge given to educators to develop enlightened citizens in a rapidly changing world. This curriculum provides the opportunity to experience Byron's reflection as they study the past as a guide.

The plan of study examines social studies skills, civics, history, economics and geography as they relate to each theme. The curriculum has been developed using the *Understanding by Design* model to enhance and expand instruction by providing teachers with a framework for instruction that is aligned to the New Jersey Core Curriculum Content Standards.

In this age of information, emphasis is placed not only on content, but on behavior that emphasizes reasoning and responsibility. In structuring learning experiences, the educator must assist students in making connections to real world experiences that make the learning relevant. Learning experiences should be active and inquiry based, with a variety of print and technology to encourage the learner to question and seek answers.

## ***Current Events***

Current events are a key component of instruction and should be a regular component. Examination of the past and the connection it has to the present is critical. Students will be aware of current events on a state, national, and international level. To learn how these events affect them, students will watch and analyze news broadcasts by relating current events to classroom topics. Newspapers, periodicals, and other forms of media will be used to review events. Students will be encouraged to evaluate current events using higher order thinking skills such as analysis, synthesis, and evaluation. Students will understand how past experiences have influenced and continue to influence present day.

## ***Writing Across the Curriculum***

In order for students to be successful writers, writing must take place in all content areas. The Social Studies teacher will provide regular opportunities for students to respond to topics related to the content in the forms of:

- *Outlines*
- *Captions*
- *Political cartoons*
- *Summaries*
- *Journal entries*
- *Open-ended questions*
- *Essays*
- ***Research projects – at least one collaborative research project should be integrated with language arts***

## ***Best Practices***

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to providing students with:

- *Regular opportunities to investigate topics in depth*
- *The ability to exercise choice and responsibility by choosing their own topics*
- *Opportunities for active participation in the classroom and the community*
- *Exploration of open-ended questions that challenge their thinking*
- *Opportunities for reading, writing, observing, discussing, and debating ideas*
- *Activities that include independent inquiry and cooperative learning*
- *Assessment of student learning that promotes lifelong responsible citizenship rather than the sole memorization of facts*
- *Strategies and tools to read and comprehend informational text*



# K-5 Curriculum Framework



# *Kindergarten*

*Civics, Government, and Human Rights  
Geography, People and the Environment  
Economics, Innovation and Technology  
History, Culture, and Perspectives*



***Kindergarten  
Strand A  
Civics, Government, and Human  
Rights***

## **Grade K Unit 1**

### **Strand: A Civics, Government, and Human Rights**

#### **Standards:**

**6.1 U.S. History: 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.

**6.1.4.A.1** Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

**6.1.4.A.7** Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

**6.1.4.A.8** Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.

**6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

**6.1.4.A.11** Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**6.1.4.A.15** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

**6.3 Active Citizenship in the 21<sup>st</sup> Century** – 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.

#### **A. Civics, Government, and Human Rights**

**6.3.4.A.1** – Evaluate what makes a good rule or law.

**6.3.4.A.2** – Contact local officials and community members to acquire information and/or discuss local issues.

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.K.1** With prompting and support, ask and answer questions about key details in a text.

**RI.K.2** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.

**RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear.

**RI.K.10** Actively engage in group reading activities with purpose and understanding.

**Writing Standards: (applying writing skills to write about historical content)**

**W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Big Ideas/Enduring Understandings:**

- *Citizenship begins with becoming a contributing member of the classroom community.*
- *Everyone is part of larger neighborhood and community.*
- *Individuals and families have unique characteristics.*
- *There are many different cultures within the classroom and community.*
- *All family members have specific roles and unique characteristics.*
- *We all have a place in our family, school, and community*
- *The Pledge of Allegiance is a promise that we make as citizens.*
- *School is where we learn things*
- *Children and adults at school have different roles and jobs in a community.*
- *People are alike in many ways, but are also different.*
- *There are leaders at home and at school and a community.*
- *Rules are important in the classroom, school, home and community.*
- *There is a need for fairness and we must speak up against unfairness.*

**Essential Questions**

- *What are rules and why do we need them?*
- *What is fairness?*
- *How can I make my classroom a better place?*
- *How should I treat others?*
- *How are we the same and how are we different?*

**Instructional Objectives:**

**Students will be able to:**

- *Identify roles of children and adults in the family*
- *Recite the Pledge of Allegiance*
- *Identify things that are learned at school and community*
- *Identify roles of children and adults at school community*
- *Identify ways that people are alike and different*
- *Identify areas and jobs in a school/community*
- *Identify what leaders do at home and school*
- *Identify rules at home and school*
- *Explain why people need rules*
- *Explain that a responsibility is a duty and give examples*
- *Follow three steps to resolve a conflict*
- *Find their classroom and other important places in the building on a map of the school.*

**Suggested Assessments:**

**Performance Tasks:**

- *Draw a picture of the family tradition*
- *Role play a scene where a family works together*

- *Make a family mobile*
- *Make a family tree*
- *Recite the Pledge of Allegiance*
- *Role play greetings at the beginning and end of the school day*
- *Make a book of school jobs*
- *Draw a picture of a classroom rule*
- *Discuss the basic things people need to live; place, clothes, food, water, talk about why they are important and how adults provide them.*

***Suggested Assessments Continued:***

- *Make a picture of a job chart for school and home*
- *Name rules for riding on the bus, riding in the car, and walking*

***Other Assessments:***

- *Morning message activities*
- *Observation*

***Suggested Resources:***

- *Books about family, home and school*
- *Books about rules, community and cultures*
- *[www.eduplace.com](http://www.eduplace.com)*
- *Storytown*
- *Reading A-Z leveled books*
- *NJ Department of Education Website [www.state.nj.us/education](http://www.state.nj.us/education)*
- *Technology esources – United Streaming/Learn 360*
- ***See Appendix for additional resources***

***Kindergarten  
Strand B***

***Geography, People, and Environment  
The World Around Me***

## **Grade K Unit 2**

### **Strand: Geography, People and the Environment**

#### **The World Around Me**

##### **Standards:**

**6.1 U.S. History: 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.

**6.1.4.B.1** Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

**6.1.4.B.2** Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

**6.1.4.B.3** Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

**6.1.4.B.4** 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.

**6.1.4.B.5** Describe how human interaction impacts the environment in New Jersey and the United States.

**6.1.4.B.8** Compare ways people choose to use and divide natural resources.

**6.1.4.B.10** Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

**6.3 Active Citizenship in the 21<sup>st</sup> Century** – 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.

**6.3.4.B.1** Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

##### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

**RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.

**RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear.

**RI.K.10** Actively engage in group reading activities with purpose and understanding.

##### **Writing Standards: (applying writing skills to write about historical content)**

**W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Big Ideas / Enduring Understandings:**

- *The World is a very big place with different kinds of land, water, seasons, and communities.*
- *Environmental issues occur at local and state levels that need possible solutions.*
- *Spatial Relationships exist in our environment.*
- *The land and climate sometimes determine where people live.*
- *We all live on Earth and share the air, land and everything in nature*
- *Developing an awareness of the physical features of the neighborhood/ community help us to understand it.*
- *The Environment is precious*
- *People work together to reach a goal*
- *People must work together to solve environmental issues.*

**Essential Questions:**

- *Why is it important to take care of the earth?*
- *Why do people live where they do?*
- *How do we find places?*

**Instructional Objectives:****Students will be able to:**

- *Demonstrate proper use of spatial words; near/far, here/there/ above/below*
- *Compare different types of landforms*
- *Identify human characteristics of landscapes*
- *Recognize that a map is a picture of a real place as seen from above*
- *Recognize picture symbols on a map*
- *Identify basic locations on a map, globe*
- *Describe the difference between water and land*
- *Recognize a globe as a model of Earth*
- *Identify and explain how the four seasons affect people, animals, and plants*

**Suggested Assessments:****Performance Tasks:**

- *Teacher observation / classroom discussion*
- *Teacher observation assessment through student participation*
- *Group Project (Environment)*

**Suggested Resources:**

- *Books/poems about Earth, landforms, seasons, and maps.*
- [www.eduplace.com](http://www.eduplace.com)
- *Storytown*
- *Reading A-Z*
- *NJ Department of Education Website [www.state.nj.us/education](http://www.state.nj.us/education)*
- *Technology resources – United Streaming / Learn 360*
- ***See Appendix for additional resources***

***Kindergarten***

***Strand C***

***Economics, Innovation, and  
Technology***



## **Grade K Unit 3**

### **Strand C: Economics, Innovation and Technology**

#### **Standards:**

**6.1 U.S. History: 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.

**6.1.4.C.2** Distinguish between needs and wants and explain how **scarcity** and choice influence decisions made by individuals, communities and nations.

**6.1.4.C.6** Describe the role and relationship among households, businesses, laborers, and governments within our economic system.

**6.1.4.C.11** Recognize the importance of setting long-term goals when making financial decisions within the community.

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.K.1** With prompting and support, ask and answer questions about key details in a text.

**R.I.K.2** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

**RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.

**RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear.

**RI.K.10** Actively engage in group reading activities with purpose and understanding.

##### **Writing Standards: (applying writing skills to write about historical content)**

**W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### **Big Ideas / Enduring Understandings:**

- We need food and shelter to survive.
- We get our food from various sources (stores) but there is a process for the food to get to the stores. (farmers, laborers, transportation)
- We make decisions about what we want based upon our goals
- We save for what we want.

#### **Essential Questions:**

- What do my family and I need to survive?
- How do we obtain what we need to survive?
- Where does my food come from?
- Why can't we always have everything we want? (scarcity)

**Instructional Objectives:****Students will be able to:**

- *Understand that some food is grown on farms.*
- *Describe the relationship among households, businesses and laborers.*
- *Describe the difference between needs and wants.*
- *Explain the word scarcity and describe how it relates to our economic system.*

**Suggested Assessments:****Performance Tasks:**

- *Teacher observation / classroom discussion*
- *Teacher observation assessment through student participation*
- *Group Project*

**Suggested Resources:**

- *Read alouds*
- [www.eduplace.com](http://www.eduplace.com)
- *Storytown / [www.thinkcentral.com](http://www.thinkcentral.com)*
- *Reading A-Z*
- *NJ Department of Education Website [www.state.nj.us/education](http://www.state.nj.us/education)*
- *Technology resources – United Streaming / Learn 360*
- ***See Appendix for additional resources***

***Kindergarten***

***Strand D***

***History, Culture, and Perspectives***

**Grade K Unit 3**

**Strand D: History, Culture, and Perspectives**

**Standards**

**6.1 U.S. History: 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.

**6.1.4.D.11** Determine how local and state communities have changed over time, and explain the reasons for changes.

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

**6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**6.3 Active Citizenship in the 21<sup>st</sup> Century** – 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.

**D. History, Culture, and Perspectives**

**6.3.4.D.1** – Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

**Common Core Standards:**

**Reading Standards for Information: (Reading historical content)**

**RI.K.1** With prompting and support, ask and answer questions about key details in a text.

**R.I.K.2** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

**RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.

**RI.K.5** Identify the front cover, back cover, and title page of a book.

**RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear.

**RI.K.10** Actively engage in group reading activities with purpose and understanding.

**Writing Standards: (applying writing skills to write about historical content)**

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.8** With guidance and support from adults, recall information.

**Big Ideas / Enduring Understandings:**

- *Individuals and Families have unique characteristics*
- *There are many different cultures within the classroom, community, and world.*
- *People have different perspectives based on their beliefs, values, and experiences.*
- *There is a need for fairness and for us to take appropriate action against unfairness.*
- *Families share stories with each other about their past*
- *History is made up of stories about the past*
- *People's needs change as time changes*
- *There exists stereotyping, bias, prejudice and discrimination in our lives and communities.*

**Essential Questions:**

- *Who am I and why am I special?*
- *How have I changed over time?*
- *How is our classroom a diverse place?*
- *How are peoples' homes, foods and games similar and different around the world?*
- *Why should we celebrate diversity?*
- *How can I show respect for others?*

**Instructional Objectives:****Students will be able to:**

- *Give an example of how people and events change*
- *Define history as a story about the past*
- *Describe ways people find out about the past*
- *Place events in order (first, next, last)*
- *Identify modes of communication from long ago and today*
- *Role play conflict resolution*
- *Identify different cultures and some foods and customs for each one*

**Suggested Assessments****Performance Tasks:**

- *If I lived long ago... center activity – sentence completions about history, culture and perspectives.*
- *Keep a class growth chart to illustrate how we grow over time*
- *Complete a yesterday, today, tomorrow chart with the class to record activities*
- *Write an ongoing class history – using stories about happenings in the class*
- *Create a simple family tree*
- *Morning message activities*
- *Observation / classroom discussion*
- *Create a cultural mural*

### ***Suggested Resources:***

- *Books/poems about*
  - *Folktales*
  - *Time*
  - *Pioneers*
- [www.eduplace.com](http://www.eduplace.com)
- *Smithsonian Institute*
- ***See Appendix for additional resources***
- *Technology resources – United Streaming / Learn 360*

# Grade One

*Civics, Government, and Human Rights*  
*Geography, People and the Environment*  
*Economics, Innovation and Technology*  
*History, Culture, and Perspectives*

# *Grade One*

## *Strand A*

### *Civics, Government, and Human Rights*



**Grade 1 Unit 1:**

**Strand A: Civics, Government, and Human Rights**

**Standards**

**6.1 U.S. History: 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.

**6.1.4.A.1** Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

**6.1.4.A.3** Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.

**6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.

**6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

**6.1.4.A.11** Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

**6.1.4.A.12** Explain the process of creating change at the local, state, or national level.

**6.3 Active Citizenship in the 21<sup>st</sup> Century** – 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.

**A. Civics, Government, and Human Rights**

**6.3.4.A.1** – Evaluate what makes a good rule or law.

**Common Core Standards:**

**Reading Standards for Information: (Reading historical content)**

**RI.1.1** Ask and answer questions about key details in a text.

**RI.1.2** Identify the main topic and retell key details of a text.

**RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.

**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.5** Know and use various text features to locate key facts or information in a text.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI.1.7** Use the illustrations and details in a text to describe its key ideas.

**RI.1.8** Identify the reasons an author gives to support points in a text.

**RI.1.9** Identify basic similarities in and differences between two texts on the same topic.

**RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.

**Writing Standards: (applying writing skills to write about historical content)**

**W.1.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**W.1.7** Participate in shared research and writing projects

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Big Ideas / Enduring Understandings:**

- *Citizenship begins with becoming a contributing member of the classroom community.*
- *Everyone is part of larger neighborhood and community.*
- *Individuals and families have unique characteristics.*
- *There are many different cultures within the classroom and community.*
- *All communities need rules*
- *Rules help us resolve conflict*
- *Societies require rules, laws and government.*
- *Children learn from their family, schools, and communities.*
- *There are many leaders in our community that help us*
- *We all contribute to our community*

**Essential Questions**

- *How do we make good choices in how we treat others?*
- *Why do we need rules?*
- *How can rules help us resolve conflicts?*
- *What is the role of a leader and/or authority figure?*
- *Why are my rights and responsibilities as a member of my family/school/class?*
- *How can I make my school a better place?*
- *What is the difference between power and authority?*

**Instructional Objectives:**

**Students will be able to:**

- *Identify rules and explain how each is important for a community.*
- *Explain the concept of fairness as it relates to rules.*
- *Explain the consequences of violating rules (past/present/individual/group)*
- *Explain the basic responsibility of citizens in a family/class/community*
- *Explain how individuals or groups can make change*

**Suggested Assessments:**

**Performance Tasks:**

- *Create class rules*

- *Elect class leaders*
- *Decide upon a change to make in the class or school community and explore ways to make the change happen*

**Other Assessments:**

- *Letters written related to change*
- *Class discussions*
- *Responses to reading*

**Suggested Resources:**

- *Primary sources*
- *Leveled books – Reading A-Z*
- *Read-alouds*
- *Graphic organizers*
- [www.eduplace.com](http://www.eduplace.com)
- *Storytown*
- **See Appendix for additional resources**
- *Technology resources – United Streaming / Learn 360*

***Grade One***

***Strand B***

***Geography, People and the  
Environment***

## **Grade 1 Unit 2**

### **Strand B: Geography, People and the Environment**

#### **Standards**

**6.1 U.S. History: 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.

**6.1.4.B.1** Compare and contrast information that can be found on different types of maps, and determine when the information may be useful

**6.1.4.B.2** Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

**6.1.4.B.4** 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.

**6.1.4.B.5** Describe how human interaction impacts the environment in New Jersey and the United States.

**6.1.4.B.7** Explain why some locations in New Jersey and the United States are more suited for settlement than others.

**6.1.4.B.9** Relate advances in science and technology to environmental concerns, and to actions taken to address them.

**6.3 Active Citizenship in the 21<sup>st</sup> Century** – 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.

**6.3.4.B.1** Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.1.1** Ask and answer questions about key details in a text.

**RI.1.2** Identify the main topic and retell key details of a text.

**RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.

**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.5** Know and use various text features to locate key facts or information in a text.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI.1.7** Use the illustrations and details in a text to describe its key ideas.

**RI.1.8** Identify the reasons an author gives to support points in a text.

**RI.1.9** Identify basic similarities in and differences between two texts on the same topic.

**RI.1.10** With prompting and support, read informational texts appropriately complex for

*grade 1.*

***Writing Standards: (applying writing skills to write about historical content)***

***W. 1.1.*** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

***W. 1.2*** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

***W. 1.7*** Participate in shared research and writing projects

***W. 1.8*** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

***Big Ideas / Enduring Understandings:***

- *The World is a very big place with different kinds of land, water, seasons, and communities.*
- *Geographic tools help us to understand our earth and environment*
- *Places are characterized by physical and human properties.*
- *Our environment can be endangered by human activities.*
- *There are seven continents and 5 oceans on Earth.*
- *Climate affects our environment*
- *There are rural and urban areas, each of which has different characteristics and needs*

***Essential Questions:***

- *What can maps, globes and other sources tell us about places and their characteristics?*
- *What are the characteristics of local, rural, urban and suburban communities?*
- *How do climate and geography affect daily life?*
- *What is the geography of my neighborhood (introduction into the 5 Themes of Geography)*

***Instructional Objectives:***

***Students will be able to:***

- *Describe physical features characteristics of places and regions.*
- *Identify landforms and bodies of water.*
- *Give examples of natural resources, and how people use them.*
- *Know the difference between a city, suburb, and town.*
- *Explain the characteristics of rural, urban, and suburban communities.*
- *Explain how climate can affect our lives and where we live.*
- *Explain how geography affects our lives and lifestyle.*
- *Use geographic tools to identify places with different properties.*

**Suggested Assessments:****Performance Tasks:**

- *K-W-L chart,*
- *Create a map/ label of your neighborhood*
- *Venn diagram (rural, cities)*
- *Make a picture book about the 4 seasons where you live and in different parts of the country*

**Suggested Resources:**

- *Maps / globes and other geographic tools*
- *Technology (google maps, etc.)*
- *read-alouds*
- *leveled books (Reading A-Z)*
- *graphic organizers*
- [www.eduplace.com](http://www.eduplace.com)
- *Storytown resources*
- ***See Appendix for additional resources***
- *Technology resources – United Streaming / Learn 360*

***Grade One***

***Strand C***

***Economics, Innovation, and  
Technology***



## **Grade 1 Unit 3**

### **Strand C: Economics, Innovation and Technology**

#### **Standards:**

**6.1 U.S. History: 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.

**6.1.4.C.1** Apply **opportunity cost** to evaluate individuals' decisions, including ones made in their communities.

**6.1.4.C.2** Distinguish between needs and wants and explain how **scarcity** and choice influence decisions made by individuals, communities and nations.

**6.1.4.C.6** Describe the role and relationship among households, businesses, laborers, and governments within our economic system.

**6.1.4.C.11** Recognize the importance of setting long-term goals when making financial decisions within the community.

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.1.1** Ask and answer questions about key details in a text.

**RI.1.2** Identify the main topic and retell key details of a text.

**RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.

**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.5** Know and use various text features to locate key facts or information in a text.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI.1.7** Use the illustrations and details in a text to describe its key ideas.

**RI.1.8** Identify the reasons an author gives to support points in a text.

**RI.1.9** Identify basic similarities in and differences between two texts on the same topic.

**RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.

##### **Writing Standards: (applying writing skills to write about historical content)**

**W.1.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**W.1.7** Participate in shared research and writing projects

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

**Big Ideas / Enduring Understandings:**

- We all have “needs” and “wants”.
- We all need to set goals.

**Essential Questions:**

- What is the difference between a want and a need?
- How do families satisfy needs and wants?
- What are the resources that we have available in our community?
- How can we make good choices with limited resources? (scarcity)
- What are the trade-offs in any decision (opportunity cost)?
- How do we obtain the goods and services that we need and/or want?
- What is money/bartering? Why do we need it?

**Instructional Objectives:****Students will be able to:**

- Explain the difference between a want and a need.
- Explain how families satisfy needs.
- Describe how families acquire wants.
- Identify the resources in the school and community where we acquire our needs and wants.
- Explain where products come from.
- Make decisions about needs and wants based upon resources.
- Explain bartering and discuss the pros and cons.

**Suggested Assessments:****Performance Tasks:**

- Teacher observation / classroom discussion
- Teacher observation assessment through student participation
- Role playing
- Categorizing exercises

**Suggested Resources:**

- Read alouds
- [www.eduplace.com](http://www.eduplace.com)
- [www.thinkcentral.com](http://www.thinkcentral.com)
- Storytown
- Reading A-Z
- NJ Department of Education Website [www.state.nj.us/education](http://www.state.nj.us/education)
- **See Appendix for additional resources**
- Technology resources – United Streaming / Learn 360

***Grade One***

***Strand D***

***History, Culture, and Perspectives***

## **Grade 1 Unit 3**

### **Strand D: History, Culture, and Perspectives**

#### **Standards**

**6.1 U.S. History: 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.

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

**6.1.4.D.16** Describe how stereotyping and prejudice can lead to conflict, using examples from past and present.

**6.1.4.D.17** Explain the role of historical symbols, monuments, and holidays and how they affect the American Identity.

**6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

**6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**6.3 Active Citizenship in the 21<sup>st</sup> Century** – 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.

#### **D. History, Culture, and Perspectives**

**6.3.4.D.1** – Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.1.1** Ask and answer questions about key details in a text.

**RI.1.2** Identify the main topic and retell key details of a text.

**RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.

**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.5** Know and use various text features to locate key facts or information in a text.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI.1.7** Use the illustrations and details in a text to describe its key ideas.

**RI.1.8** Identify the reasons an author gives to support points in a text.

**RI.1.9** Identify basic similarities in and differences between two texts on the same topic.

**RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.

**Writing Standards: (applying writing skills to write about historical content)**

**W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**W.1.7** Participate in shared research and writing projects

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

**Big Ideas / Enduring Understandings:**

- Europeans came to this world and had an impact on the Native Americans.
- Prejudice and stereotyping creates conflict.
- Our country has many symbols, monuments and holidays that identify us as a nation.
- Culture includes traditions and beliefs that are accepted by a group of people.
- Events and experiences may be viewed differently by different groups of people.
- It is important to understand and respect other cultures and perspectives.

**Essential Questions:**

- How do we show respect for others?
- Why is it important to show respect for others?
- How should all people in our community be treated?
- How were families different long ago? (ancestors)
- How were homes and schools different long ago?
- How have the actions of people in the past affected our present? (Presidents, MLK, etc.)
- What is the significance of our American holidays and symbols?
- How does diversity make our world a better place?
- How are families/schools around the world similar/different?
- How can understanding the ways I am similar and different help me to resolve conflict?

**Instructional Objectives:**

**Students will be able to:**

- Compare and contrast differences in families long ago and today.
- Compare and contrast differences in families around the world.
- Compare and contrast differences in schools and homes long ago and today.
- Compare and contrast differences in families / schools around the world.
- Identify actions of Presidents and important people in our history that have affected the present.
- Identify major American symbols and explain their significance.
- Identify American holidays and explain their significance.

**Suggested Assessments:**

**Performance Tasks:**

- K-W-L chart, Venn diagram
- Write an all-about book of American symbols and/or holidays
- Create an American Holiday mural
- Make a pictorial timeline illustrating changes in families, schools, homes

### ***Suggested Resources:***

- *Primary resources*
- *Leveled books (Reading A-Z)*
- *Technology,*
- *read-alouds*
- *Graphic organizers.*
- [www.eduplace.com](http://www.eduplace.com)
- *Storytown resources*
- ***See Appendix for additional resources***
- *Technology resources – United Streaming / Learn 360*

# *Grade Two*

*Civics, Government, and Human Rights  
Geography, People and the Environment  
Economics, Innovation and Technology  
History, Culture, and Perspectives*

***Grade Two***

***Strand A***

***Civics, Government, and Human  
Rights***



## **Grade 2 Unit 1**

### **Strand: Civics, Government, and Human Rights**

#### **Standards**

**6.1 U.S. History: 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.

**6.1.4.A.1** Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

**6.1.4.A.2** Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

**6.1.4.A.3** Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.

**6.1.4.A.8** Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.

**6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.

**6.1.4.A.11** Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

**6.1.4.A.12** Explain the process of creating change at the local, state, or national level.

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**6.3 Active Citizenship in the 21<sup>st</sup> Century** – 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.

#### **A. Civics, Government, and Human Rights**

**6.3.4.A.1** – Evaluate what makes a good rule or law.

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or

subject area.

**RI.2.5** Know and use various text features to locate key facts or information in a text efficiently.

**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RI.2.7** Explain how specific images contribute to and clarify a text.

**RI.2.8** Describe how reasons support specific points the author makes in a text.

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

**RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards: (applying writing skills to write about historical content)**

**W.2.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

**W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W.2.7** Participate in shared research and writing projects.

**W.2.8** Recall information from experiences or gather information from provided sources to answer a question

**Big Idea / Enduring Understandings:**

- Societies require rules, laws, and government to protect the rights of people and help resolve conflict
- Fairness and equality are important in our society and have created change in our government
- All communities have leaders who make the rules.
- There have been leaders in our history who have inspired social change for the common good.
- The world has many nations, each of which has their own government, language, customs and laws.
- We all have a role in our community.
- We all have rights and responsibilities as citizens
- When everyone contributes, our community thrives
- Good rules/laws stand the test of time

**Essential Questions**

- Who makes the rules? How? Why?
- How can I be a good citizen?
- How do we balance the needs and wants/rights of the individual and community?
- What are my rights and responsibilities within my community?
- How can I make my community a better place?
- What is the common good in my community and how can I contribute to it?
- What are good/bad choices and what are the consequences of my choices?
- How can I respect the rights of others and encourage others to do so?

**Instructional Objectives:**

- *Identify the characteristics of a community and a neighborhood.*
- *Explain that people can work together to improve their neighborhood and community.*
- *Identify basic rights and responsibilities to family, class and community*
- *Explain ways to work towards the common good.*
- *Explain the consequences of our actions when we make good and bad choices.*
- *Identify leaders in our history that have made change for our nation.*

**Suggested Assessments:****Performance Tasks:**

- *Open Ended Questions based on essential questions.*
- *After discussion about what makes a good rule, make a new set of rules for your class and/or school.*
- *Write an informational piece about a leader in your community or the nation.*
- *Write a persuasive piece about something that you want to change in your community.*

**Other Assessments:**

- *Teacher observation / classroom discussion*

**Suggested Resources:**

- *Technology resources – United Streaming / Learn 360*
- *Website [www.eduplace.com](http://www.eduplace.com)*
- *[www.thinkcentral.com](http://www.thinkcentral.com)*
- *Storytown resources*
- ***See Appendix for additional resources***
- *Technology resources – United Streaming / Learn 360*

***Grade Two***

***Strand B***

***Geography, People and the  
Environment***

## **Grade 2 Unit 2**

### **Strand B: Geography, People and the Environment**

#### **Standards**

**6.1 U.S. History: 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.

**6.1.4.B.1** Compare and contrast information that can be found on different types of maps, and determine when the information can be useful.

**6.1.4.B.2** Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide have contributed to cultural diffusion and economic interdependence.

**6.1.4.B.3** Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

**6.1.4.B.10** Identify the major cities in New Jersey, the United States and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

**6.3 Active Citizenship in the 21<sup>st</sup> Century** – 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.

**6.3.4.B.1** Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**RI.2.5** Know and use various text features to locate key facts or information in a text efficiently.

**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RI.2.7** Explain how specific images contribute to and clarify a text.

**RI.2.8** Describe how reasons support specific points the author makes in a text.

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

**RI.2.10** *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

**Writing Standards: (applying writing skills to write about historical content)**

**W.2.1.** *Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.*

**W.2.2** *Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

**W.2.7** *Participate in shared research and writing projects.*

**W.2.8** *Recall information from experiences or gather information from provided sources to answer a question*

**Big Ideas / Enduring Understandings:**

- *The World is a very big place with different kinds of land, water, seasons, and communities.*
- *We must protect our natural resources*
- *Everyone is part of a larger neighborhood and community.*
- *Environmental issues occur at local and state levels that need possible solutions.*
- *Places have natural features that people use.*
- *Our world is divided into regions.*
- *Different regions have different features and climates.*
- *Where we live affects how we live.*
- *We use tools to help us learn more about our community. (Maps, globes, GPS, etc.)*

**Essential Questions:**

- *What is a natural resource?*
- *What are the characteristics of rural, urban and suburban communities around the world?*
- *How do those characteristics influence how people live, work and play?*
- *What is the geography of my community? (Introduce the 5 Themes of Geography)*
- *What can maps, globes, GPS and other sources tell us about the world? (water, land and their characteristics)*

**Instructional Objectives:**

**Students will be able to:**

- *Locate visual representation of global address: community, state, country, continent and world.*
- *Locate on a globe the poles, hemispheres, and equator.*
- *Identify landforms and bodies of water.*
- *Identify intermediate directions.*
- *Tell the difference between weather and climate*
- *Describe how climate affects people's lives.*
- *Compare places that have different climates.*
- *Describe and identify landform and plant regions.*
- *Explain the difference between natural and synthetic resources and between renewable*

*and nonrenewable resources.*

- *Describe effects on the environment when people use natural resources to meet their needs and wants.*
- *Describe the geography of the community*
- *Explain the differences between urban, suburban and rural communities*

### ***Suggested Assessments:***

#### ***Performance Tasks:***

- *Write about how people use land and water in your community.*
- *Write an opinion piece about the biggest environmental problem you see in your community.*
- *Draw a map that shows the landforms in your state.*
- *Create a graph or chart of climates around the country and analyze the data.*
- *Develop a plan to use resources in the school more wisely*

#### ***Other Assessments:***

- *Teacher observation / discussion*
- *Describe/present the use of geographic tools*

### ***Suggested Resources:***

- *Geographic tools*
- *Videos*
- *Technology resources – United Streaming / Learn 360*
- *websites – [www.eduplace.com](http://www.eduplace.com) ; [www.thinkcentral.com](http://www.thinkcentral.com)*
- *graphic organizers*
- *Storytown resource*
- ***See Appendix for additional resources***

***Grade Two***

***Strand C***

***Economics, Innovation, and  
Technology***



## **Grade 2 Unit 3**

### **Strand C: Economics, Innovation and Technology**

#### **Standards:**

**6.1 U.S. History: 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.

**6.1.4.C.1** Apply **opportunity cost** to evaluate individuals' decisions, including ones made in their communities.

**6.1.4.C.2** Distinguish between needs and wants and explain how **scarcity** and choice influence decisions made by individuals, communities and nations.

**6.1.4.C.5** Explain the role of specialization in the production and exchange of good and services.

**6.1.4.C.9** Compare and contrast how access to and use of resources affects people across the world differently.

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**RI.2.3** Describe the connection between a series of **historical events**, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**RI.2.5** Know and use various text features to locate key facts or information in a text efficiently.

**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RI.2.7** Explain how specific images contribute to and clarify a text.

**RI.2.8** Describe how reasons support specific points the author makes in a text.

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

**RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### **Writing Standards: (applying writing skills to write about historical content)**

**W.2.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

**W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W.2.7** Participate in shared research and writing projects.

**W.2.8** Recall information from experiences or gather information from provided sources to answer a question

**Big Ideas / Enduring Understandings:**

- People in different types of communities acquire their needs and wants differently.
- People in different types of communities have different wants and needs.
- Some needs are universal
- Working together makes it easier for people to have their needs met.
- In our world we have consumers and producers.
- Money is essential to both producers and consumers.
- We sometimes have to save to acquire wants and needs.

**Essential Questions:**

- How do people in different communities (rural, urban, suburban) get the things they need?
- Do people in different communities have different wants and needs? Why (not)?
- Are some needs universal?
- How can people in communities work together to make sure people have their needs met (specialization, interdependence)?
- What are the roles of consumers and producers?
- What is the purpose/role of money and savings?

**Instructional Objectives:**

**Students will be able to:**

- Describe how people in different types of communities get the things they need. (rural, urban, suburban)
- Describe the basic needs and wants in different types of communities.
- Identify universal needs.
- Explain the interdependence of people within the community.
- Describe the role of the consumer and producer.
- Explain why it is important to save.
- Describe how money is used to obtain wants and needs.

**Suggested Assessments:**

**Performance Tasks:**

- Teacher observation / classroom discussion
- Teacher observation assessment through student participation
- Group research project with an informational or opinion piece

### ***Suggested Resources:***

- *Read alouds*
- [www.eduplace.com](http://www.eduplace.com)
- *Storytown*
- [www.thinkcentral.com](http://www.thinkcentral.com)
- *Reading A-Z*
- *NJ Department of Education Website* [www.state.nj.us/education](http://www.state.nj.us/education)
- ***See Appendix for additional resources***
- *Technology resources – United Streaming / Learn 360*

***Grade Two***

***Strand D***

***History, Culture, and Perspectives***

## **Grade 2 Unit 4**

### **Strand D: History, Culture, and Perspectives**

#### **Standards**

**6.1 U.S. History: 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.

#### **History, Culture, and Perspectives**

**6.1.4.D.11** Determine how local and state communities have changed over time, and explain the reasons for changes.

**6.1.4.D.12** Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people

**6.1.4.D.14** Trace how the American identity evolved over time.

**6.1.4.D.15** Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

**6.1.4.D.16** Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

**6.1.4.D.17** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**6.1.4.D.18** Explain how individual's beliefs, values, and traditions may reflect more than one culture.

**6.3 Active Citizenship in the 21<sup>st</sup> Century** – 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.

#### **D. History, Culture, and Perspectives**

**6.3.4.D.1** – Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**RI.2.5** Know and use various text features to locate key facts or information in a text efficiently.

**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RI.2.7** Explain how specific images contribute to and clarify a text.

**RI.2.8** Describe how reasons support specific points the author makes in a text.

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

**RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards: (applying writing skills to write about historical content)**

**W.2.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

**W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W.2.7** Participate in shared research and writing projects.

**W.2.8** Recall information from experiences or gather information from provided sources to answer a question

**Big Ideas / Enduring Understandings:**

- Individuals and Families have unique and similar characteristics
- There are many different cultures within the classroom and community.
- Recognize that people have different perspectives based on their beliefs, values, and experiences.
- There is a need for fairness and for us to take appropriate action against unfairness.
- We have a common American heritage.
- Every family member is different.
- Our family's history tells the story of our past.
- Each one of our classmates has a story to tell.
- We can work together to do the right thing.
- What we do now influences the future.
- To learn about our past helps us to understand our present.
- When we understand other people's culture, it helps us to resolve conflict.

**Essential Questions**

- How can I better understand another person's perspective?
- How does understanding another person's perspective or culture help us to get along?
- What are fair/unfair actions/behaviors?
- What should I do in response to unfair actions/behaviors?
- How were communities different long ago?
- What were important decisions people in the past had to make (that influenced the present)?
- How do our decisions influence the future?
- What is our common American heritage and how do we recognize it?
- What is culture and how and why are cultures around the world similar and different? (cultural universals)
- How does understanding cultural differences help us to resolve conflict?
- What is my culture? What influences my culture? How does my culture influence me?

**Instructional Objectives:****Students will be able to:**

- *Discuss families and how people are alike and different.*
- *Explore various diverse cultures throughout our school and community.*
- *Identify various cultures and how each culture has a different set of beliefs and values.*
- *Decipher between fair and unfair situations and explore appropriate responses to unfairness.*
- *Discuss ways to take appropriate action against unfairness.*
- *Explain perspective and what it means to understand another's perspective.*
- *Compare and contrast communities in the past and present*
- *Identify major decisions made that influence us today.*
- *Identify our common American heritage*
- *Explain their own culture and discuss how it influences how we live.*

**Suggested Assessments:****Other Assessments:**

- *Write an All about book or a how to piece related to our culture or heritage*
- *Write an opinion piece/letter about a topic discussed*
- *Role play*
- *Reader's Theater*
- *Venn diagrams*
- *Leveled reading (Reading A-Z)*
- *Reading responses*

**Resources:**

- *Reading A-Z*
- *Investigating Howell*
- *Read Alouds*
- *Time for Kids*
- *Technology resources – United Streaming / Learn 360*
- ***See Appendix for additional resources***



# Grade 3

*Civics, Government, and Human Rights*  
*Geography, People and the Environment*  
*Economics, Innovation and Technology*  
*History, Culture, and Perspectives*



***Grade Three***

***Strand A***

***Civics, Government and Human Rights***

## **Grade 3 Unit 1**

### **Strand: Civics, Government, and Human Rights**

#### **Standards:**

**6.1 U.S. History: America in 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.

**6.1.4.A.2** Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

**6.1.4.A.3** Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.

**6.1.4.A.7** Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

**6.1.4.A.8** Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.

**6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

**6.1.4.A.11** Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

**6.1.4.A.12** Explain the process of creating change at the local, state, or national level.

**6.1.4.A.13** Describe the process by which immigrants become United States citizens.

**6.1.4.A.15** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

**6.3 Active Citizenship in the 21<sup>st</sup> Century:** 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.

**6.3.4.A.1** Evaluate what makes a good rule or law.

**6.3.4.A.2** Contact local officials and community members to acquire information and/or discuss local issues.

**6.3.4.A.3** Select a local issue and develop a group action plan to inform school and/or community members about the issue.

**6.3.4.A.4** Communicate with students from various countries about common issues of public concern and possible solutions.

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.3.1** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support

*the main idea.*

**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**RI.3.5** Use text features and search tools to locate information relevant to a given topic efficiently.

**RI.3.6** Distinguish their own point of view from that of the author of a text.

**RI.3.7** Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text.

**RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

**RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band independently and proficiently.

**Writing Standards: (applying writing skills to write about historical content)**

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons. (a-d)

**W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-d)

**W.3.7** Conduct short research projects that build knowledge about a topic.

**W.3.8** Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.

**Big Ideas:**

- Communities are alike and different and are found all over the world.
- Communities depend on citizens to participate in their government.
- Cultural differences enrich communities and make them diverse.

**Enduring Understandings:**

- Rules and laws are developed to protect people's rights and the security and welfare of society.
- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The United States democratic system requires active participation of its citizens.

- *Immigrants can become and obtain the rights of American citizens.*
- *The world is comprised of nations that are similar to and different from the United States.*
- *In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.*
- *In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.*
- *Recognize that people have different perspectives based on their beliefs, values, traditions, culture and experiences.*
- *Make informed and reasoned decisions by seeking and assessing information, asking questions and evaluating alternate solutions.*

### **Essential Questions:**

- *Why do we need government?*
- *What is the common good (local-global) and how can individuals contribute to it?*
- *What is a good leader and how do they make decisions?*
- *Why do we have a democratic form of government?*
- *What are my rights and responsibilities as a citizen?*
- *How do people make positive change in their communities?*
- *How can communities make decisions that respect the rights and dignity of all its members?*
- *How do the choices that I make impact the well-being of others?*
- *What is the majority/minority group in a community, and how do they interact?*

### **Instructional Objectives:**

#### **Students will be able to:**

- *Understand that citizens are part of a community and culture.*
- *Explain how people in a community depend on one another.*
- *Recognize that communities use rules and laws to keep people safe*
- *Recognize that communities exist in different countries all over the world.*
- *Identify how people in different communities communicate with each other.*
- *Explain how nations help each other.*
- *Identify the steps one takes to interview others and to write to or visit places.*
- *Recognize that people have different perspectives concerning communities*
- *Understand and apply some basic rights of citizens, including the freedoms of religion, speech, press, and assembly.*
- *Understand the purpose of the Bill of Rights*
- *Identify and explain the voting process.*
- *Understand that citizens have responsibilities.*
- *Describe how voting, obeying laws, respecting others, and paying taxes are responsibilities.*
- *Understand the concept of common good and how people help work for the common good.*
- *Describe the traits of a good citizen.*
- *Identify people in history who have been good citizens.*
- *Identify the three levels of government.*
- *Identify and describe the three branches of the national government.*
- *Identify government services.*

- *Understand the purpose of government as listed in the Preamble to the United States Constitution.*
- *Explain how the United States Constitution fosters self-government in a democracy.*
- *Explain the basic types, purposes, and structures of city and county governments.*
- *Identify goods and services that local governments provide.*
- *Explain how local taxes support community services.*
- *Describe the features of state government and its leaders.*
- *Describe the features of national government and its leaders.*
- *Identify services that state and national governments provide.*
- *Identify places that are important in our country's government.*
- *Understand the purpose of the United States Capitol.*
- *Identify how to resolve conflicts using the four steps to aid in the resolution.*
- *Describe how cooperation and mediators are tools for social interaction.*
- *Explain how certain documents symbolize our nation.*
- *Understand that world governments can be different.*
- *Explain how the United States interacts with neighboring countries.*

### ***Suggested Assessments:***

#### ***Performance Tasks:***

- *Reader's Theatre*
- *Writing a Poem*
- *Create a physical map of your community*
- *Construct a poster of what makes your community special*
- *Design a park*
- *Write a persuasive essay to the Mayor/Governor suggesting improvements to your community/State*
- *Create a pamphlet to highlight ways to use our school or community resources more effectively*
- *Conduct short research projects with a culminating opinion or informative piece of writing*

#### ***Other Assessments:***

- *Open-ended questions based upon essential questions*
- *Tests and Quizzes*

### ***Suggested Resources:***

- [www.eduplace.com](http://www.eduplace.com)
- *Classroom maps and globes*
- *Textbook Chapters 1 & 2; Chapters 7 & 8*
- *CRAM student map*
- *Read aloud/independent reading: Miss Rumphius and Island Boy, Once upon a Farm, Smart about the Fifty States, Celebrate the Fifty States, I Live in Brooklyn*
- *Technology resources – United Streaming / Learn 360*
- ***See Appendix for additional resources***

***Grade Three***

***Strand B***

***Geography, People and the  
Environment***

## **Grade 3 Unit 2**

### **Strand B: Geography, People and the Environment**

#### **Standards:**

**6.1 U.S. History: 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.

**6.1.4.B.1** Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

**6.1.4.B.2** Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

**6.1.4.B.3** Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

**6.1.4.B.4** 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.

**6.1.4.B.5** Describe how human interaction impacts the environment in New Jersey and the United States.

**6.1.4.B.6** Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.

**6.1.4.B.7** Explain why some locations in New Jersey and the United States are more suited for settlement than others.

**6.1.4.B.8** Compare ways people choose to use and divide natural resources.

**Active Citizenship in the 21<sup>st</sup> Century:** 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.

**6.3.4.B.1** Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and proposes possible solutions

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.3.1** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases

*in a text relevant to a grade 3 topic or subject area.*

**RI.3.5** *Use text features and search tools to locate information relevant to a given topic efficiently.*

**RI.3.6** *Distinguish their own point of view from that of the author of a text.*

**RI.3.7** *Use information gained from illustrations and the words in a text to demonstrate understanding of the text.*

**RI.3.8** *Describe the logical connection between particular sentences and paragraphs in a text.*

**RI.3.9** *Compare and contrast the most important points and key details presented in two texts on the same topic.*

**RI.3.10** *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band independently and proficiently.*

**Writing Standards: (applying writing skills to write about historical content)**

**W.3.1.** *Write opinion pieces on topics or texts, supporting a point of view with reasons. (a-d)*

**W.3.2** *Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-d)*

**W.3.7** *Conduct short research projects that build knowledge about a topic.*

**W.3.8** *Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.*

**Big Ideas:**

- *Different communities have different landforms and bodies of water.*
- *People change and adapt to their surroundings.*

**Enduring Understandings:**

- *Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.*
- *Places are jointly characterized by their physical and human properties.*
- *The physical environment can both accommodate and be endangered by human activities.*
- *Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.*
- *Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.*
- *Advancements in science and technology can have unintended consequences that impact individuals and/or societies.*
- *Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.*
- *Are aware of their relationships to people, places, and resources in the local community and beyond.*

**Essential Questions:**

- *What are the effects of human activities on the environment?*
- *How do people modify the environment?*
- *How do people make choices about using natural resources?*
- *How does the type of community you live in (rural, urban, suburban) affect the way*



*you interact with environment (five themes of geography)?*

- *What can various types of maps, globes and other sources tell us about the states and regions of the U.S.?*
- *What are the causes and effects of human movement around the world?*

### ***Instructional Objectives:***

- *Explain cardinal and intermediate directions on a map's compass rose.*
- *Identify and use a map scale.*
- *Calculate the distance from one location to another.*
- *Use geographic tools to locate communities.*
- *Use hemisphere, and equator to find locations.*
- *Understand relative location.*
- *Use maps to understand surroundings.*
- *Locate places using latitude and longitude.*
- *Recognize and describe physical characteristics of places.*
- *Identify landforms, climates, and vegetation of communities.*
- *Explain how physical processes change the Earth's ecosystems.*
- *Identify and explain the purpose and elements of landform maps.*
- *Identify the physical features of communities in the United States.*
- *Identify the five geographical regions of the United States.*
- *Identify human and physical characteristics.*
- *Recognize factors that influence human settlement and how humans adapt to their environment.*
- *Understand the natural disasters can change the environment.*
- *Recognize and identify that people modify the environment to meet basic needs.*
- *Recognize how people can negatively affect the environment and can care for it.*
- *Compare history maps of the United States at two different times in history.*
- *Compare history maps of your community.*
- *Understand the characteristics and purposes of a road map.*
- *Understand how to use a road map.*
- *Use a road map to write directions to get from one location to another.*
- *Understand that a population map shows patterns of settlement.*
- *Recognize that a population density shows the number of people living in a given area.*
- *Understand the uses of special purpose maps.*
- *Describe the land uses of a state.*
- *Read, interpret and draw land use and product maps.*

### ***Suggested Assessments:***

#### ***Performance Tasks:***

- *Reader's Theatre*
- *Create a graphic organizer identifying explorers of the country of origin*
- *Write journal entries from the perspective of an explorer*
- *Research and create an informational pamphlet for the different cultures studied*
- *Create map symbols on a given map*
- *Choose a character discussed (Ben Franklin, Thomas Jefferson, and Abigail Adams) and write about the person's life*
- *Conduct a short research project with a culminating opinion, informative or explanatory*

*piece of writing.*

**Other Assessments:**

- *Open-ended questions based upon the essential questions*
- *Tests and Quizzes*

**Suggested Resources:**

- [www.eduplace.com](http://www.eduplace.com)
- *Classroom maps and globes*
- *Textbook*
- *CRAM student map*
- *Video on pilgrims and mayflower*
- *Suggested Read aloud/independent reading: George Washington, 1621: A New Look at Thanksgiving, Life in a California Mission, Declaration of Independence*
- *Technology resources – United Streaming / Learn 360*
- ***See Appendix for additional resources***

***Grade Three***

***Strand C***

***Economics, Innovation, and  
Technology***

## **Grade 3 Unit 3**

### **Strand C: Economics, Innovation, and Technology**

#### **Standards:**

**6.1 U.S. History: 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.

**6.1.4.C.1** Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.

**6.1.4.C.3** Explain why incentives vary between and among producers and consumers.

**6.1.4.C.4** Describe how supply and demand influences price and output of products.

**6.1.4.C.6** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

**6.1.4.C.17** Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

**6.1.4.C.18** Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

**6.3 Active Citizenship in the 21<sup>st</sup> Century** 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.

**6.3.4.C.1** Develop and implement a group initiative that addresses an economic issue impacting children.

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.3.1** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**RI.3.4** **Determine** the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**RI.3.5** Use text features and search tools to locate information relevant to a given topic efficiently.

**RI.3.6** Distinguish their own point of view from that of the author of a text.

**RI.3.7** Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text.

**RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

**RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band independently and proficiently.

**Writing Standards: (applying writing skills to write about historical content)**

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons. (a-d)

**W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-d)

**W.3.7** Conduct short research projects that build knowledge about a topic.

**W.3.8** Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.

**Big Ideas:**

*People depend on one another to produce, buy and sell goods and services.*

**Enduring Understandings:**

- *Economics is a driving force for the occurrence of various events and phenomena in societies.*
- *Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.*
- *Availability of resources affects economic outcomes.*
- *Financial instruments and outcomes assist citizens in making sound decisions about money, savings, spending, and investment.*
- *Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.*
- *Economic opportunities in New Jersey and other states are related to the availability of resources and technology.*
- *Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.*
- *We all have relationships to people, places, and resources in the local community and beyond.*

**Essential Questions:**

- *What are the causes and effects of human movement around the world?*
- *What is scarcity and opportunity cost, and how do those concepts influence my economic decision-making?*
- *How are producers and consumers around the world interconnected (markets)?*
- *What makes prices go up and down (supply and demand, productivity)?*

**Instructional Objectives:**

**Students will be able to:**

- *Identify consumers and producers and understand that they are dependent on one another.*
- *Understand the importance of entrepreneurship.*
- *Identify the three types of resources used in a business.*

- *Recognize the differences between human, natural, and capital resources.*
- *Identify the types of resources used by specific type of business.*
- *Read, interpret, and draw land use and product maps.*
- *Explain why countries import and exports goods.*
- *Identify how transportation has improved the quality of goods and services.*
- *Identify how technology has changes the economy of communities worldwide.*
- *Explain how improvements in communication have affected businesses.*

### **Suggested Assessments:**

#### **Performance Tasks:**

- *Reader's Theatre*
- *Write about what students in this generation like to do and what later generations liked to do.*
- *Skill builder activities*
- *Read and analyze primary sources*
- *Conduct a short research project with a culminating opinion, informative or explanatory piece of writing.*

#### **Other Assessments:**

- *Open-ended questions based on essential questions*
- *Tests and Quizzes*

### **Suggested Resources:**

- [www.eduplace.com](http://www.eduplace.com)
- <http://ecedweb.unomaha.edu/K-12/home.cfm>
- [http://melissagucker.weebly.com/uploads/6/2/3/9/6239940/te\\_803\\_5th\\_grade\\_classro\\_m\\_economy\\_unit.pdf](http://melissagucker.weebly.com/uploads/6/2/3/9/6239940/te_803_5th_grade_classro_m_economy_unit.pdf)
- <http://thirdgrade.okaloosaschools.wikispaces.net/economics>
- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- *Classroom maps and globes*
- *Textbook*
- *Video on Harriet Tubman, Little House on the Prairie*
- *Suggested Read aloud/independent reading: They're Off! The Story of the Pony Express, Miss Bridie Chose a Shovel, Grandfather's Journey, Little House of the Prairie, We are Americans*
- *Technology resources – United Streaming / Learn 360*
- ***See Appendix for additional resources***

***Grade Three  
Strand D***

***History, Culture, and Perspectives***

## **Grade 3 Unit 4**

### **Strand D: History, Culture and Perspectives**

#### **Standards:**

**6.1 U.S. History: 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.

**6.1.4.D.1** Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

**6.1.4.D.2** Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

**6.1.4.D.3** Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

**6.1.4.D.7** Explain the role Governor William Livingston played in the development of New Jersey government.

**6.1.4.D.8** Determine the significance of New Jersey's role in the American Revolution.

**6.1.4.D.10** Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

**6.1.4.D.11** Determine how local and state communities have changed over time, and explain the reasons for changes.

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

**6.1.4.D.14** Trace how the American identity evolved over time.

**6.1.4.D.15** Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

**6.1.4.D.16** Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

**6.1.4.D.17** Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

**6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

**6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

**6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**6.3 Active Citizenship in the 21<sup>st</sup> Century** 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.

**6.3.4.D.1.** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.



**Common Core Standards:**

**Reading Standards for Information: (Reading historical content)**

**RI.3.1** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**RI.3.5** Use text features and search tools to locate information relevant to a given topic efficiently.

**RI.3.6** Distinguish their own point of view from that of the author of a text.

**RI.3.7** Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text.

**RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

**RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band independently and proficiently.

**Writing Standards: (applying writing skills to write about historical content)**

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons. (a-d)

**W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-d)

**W.3.7** Conduct short research projects that build knowledge about a topic.

**W.3.8** Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.

**Big Ideas:**

Every community has a unique history. Some features of a community change, while others stay the same, over time.

**Enduring Understandings:**

- Key historical events, documents, and individuals led to the development of our nation.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.

- *Cultures struggle to maintain traditions in a changing society.*
- *Prejudice and discrimination can be obstacles to understanding other cultures.*
- *Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.*
- *The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.*
- *People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.*
- *Identify stereotyping, bias, prejudice, and discrimination in their lives and communities*
- *Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.*
- *Demonstrate understanding of the need for fairness and take appropriate action against unfairness.*

### **Essential Questions:**

- *How and why have communities changed over time?*
- *How has migration and immigration changed communities?*
- *When we retell the past (history), who's story are we telling?*
- *What are primary sources and how do we use them to learn about history?*
- *How have various cultures around the world utilized or adapted their environment to address needs and wants?*
- *How does where you live affect how you live?*
- *How and why have cultures changed over time?*
- *What is an American?*
- *What has influenced the development of American culture (immigration)?*
- *Is America a melting pot, salad bowl or wok?*

### **Instructional Objectives:**

#### **Students will be able to:**

- *Describe how the past, present, and future are all connected.*
- *Identify the ways communities over time and stay the same.*
- *Interpret a historical timeline.*
- *Understand that inventions cause changes in many different areas.*
- *Describe and compare the culture, housing, economy, and other ways of life of Native Americans.*
- *Recognize that people have different perspectives concerning change.*
- *Identify the reason of exploration.*
- *Identify and describe European settlements in North America.*
- *Describe the interactions between Native Americans and settlers.*
- *Identify why and how the colonists fought for freedom from England.*
- *Identify the major New Jersey events and people of the Revolutionary War.*
- *Understand the role of important documents in United States history.*
- *Describe changes that have led to the growth of the United States.*
- *Understand causes and effects of events of events in United States history.*
- *Recognize literature, art, music, dance, architecture, and religion as expressions of*

*culture.*

- *Compare and contrast cultural holidays, language, dress, and food.*
- *Define cultural identity.*
- *Explain how certain symbols are associated with values of United States history and government.*
- *Identify various monuments and memorials and what they symbolize.*
- *Identify reasons why people move to new places and within a country.*
- *Describe immigrants' arrival and living conditions in the United States.*
- *Compare and contrast cultures and diversity in communities.*
- *Explain significance of national holidays and landmarks.*

### **Suggested Assessments:**

#### **Performance Tasks:**

- *Reader's Theatre*
- *Skill builder activities*
- *Interview between a reporter and a citizen*
- *Write a newspaper report on how their class is organizing to help the community*
- *Writer's poetry*
- *Conduct a short research project with a culminating opinion, informative or explanatory piece of writing.*

#### **Other Assessments:**

- *Open-ended questions based on essential questions*
- *Tests and Quizzes*

### **Suggested Resources:**

- [www.eduplace.com](http://www.eduplace.com)
- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- *Classroom maps and globes*
- *Textbook*
- *Video: We the Kids, This is our Government*
- *Suggested Read aloud/independent reading: Vote, Stars and Stripes: The Story of the American Flag, America Votes: How Our President is Elected, Judy Moody Saves the World, Chickens may Cross the Road and Other Crazy Laws.*
- *Technology resources – United Streaming / Learn 360*
- **See Appendix for additional resources**



# Grade 4

*Civics, Government, and Human Rights  
Geography, People and the Environment  
Economics, Innovation and Technology  
History, Culture, and Perspectives*

***Grade Four  
Strand A***

***Civics, Government and Human Rights***



## **Grade 4 Unit 1**

### **Strand A: Civics, Government and Human Rights**

#### **Standards:**

#### **6.1 U.S. History: 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.*

**6.1.4.A.2** - *Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.*

**6.1.4.A.4** - *Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.*

**6.1.4.A.5** - *Distinguish the roles and responsibilities of the three branches of the national government.*

**6.1.4.A.6** - *Explain how national and state governments share power in the federal system of government.*

**6.1.4.A.7** - *Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.*

**6.1.4.A.8** - *Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.*

**6.1.4.A.9** - *Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.*

**6.1.4.A.10** - *Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.*

**6.1.4.A.11** - *Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.*

**6.1.4.A.14** - *Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.*

**6.1.4.A.15** - *Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.*

**6.1.4.A.16** - *Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.*

#### **6.3 Active Citizenship in the 21<sup>st</sup> Century**

*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.*

**6.3.4.A.1** – *Evaluate what makes a good rule or law.*

**6.3.4.A.2** – *Contact local officials and community members to acquire information and/or*

*discuss local issues.*

**6.3.4.A.3** – *Select a local issue and develop a group action plan to inform school and/or community members about the issue.*

**6.3.4.A.4** – *Communicate with students from various countries about common issues of public concern and possible solutions.*

**Common Core Standards:**

**Reading Standards for Information: (Reading historical content)**

**RI.4.1** *Refer to details and examples in a text 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.4.4** *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.*

**RI.4.5** *Describe the overall structure of events, ideas, concepts, or information in at text or part of a 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 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 information from two texts on the same topic in order to write or speak about the subject knowledgeably.*

**RI.4.10** *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

**Writing Standards: (applying writing skills to write about historical content)**

**W.4.1.** *Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)*

**W.4.2** *Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-d)*

**W.4.7** *Conduct short research projects that build knowledge through investigation of different aspects of a topic.*

**W.4.8** *Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.*

**Big Ideas:**

*The United States government protects people's fundamental rights.*

*It is our civic responsibility to actively participate at the community, state, national and global levels.*

**Enduring Understandings:**

- *Rules and laws are developed to protect people's rights and the security and welfare of society.*
- *The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.*
- *American constitutional government is based on principles of limited government, shared authority, fairness, and equality.*
- *There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.*
- *In a representative democracy, individuals elect representatives to act on the behalf of the people.*
- *The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.*
- *The United States democratic system requires active participation of its citizens.*
- *Immigrants can become and obtain the rights of American citizens.*
- *The world is comprised of nations that are similar to and different from the United States.*
- *In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.*
- *In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.*

**Essential Questions:**

- *How are the N.J. and U.S. governments organized and why?*
- *How do national and state government share power in a federal system of government?*
- *How does the Constitution limit the power of the government?*
- *What fundamental rights are protected in the Bill of Rights?*
- *How do (can) governments promote the dignity and rights of all people?*
- *How do the rights contribute to the improvement of American democracy?*
- *How are you a member/citizen of your town, state, country and world?*
- *How have individuals or groups taken actions to promote the dignity and rights of people (ML. King)?*
- *How can I influence others to make good decisions that will uphold the dignity and rights of others?*
- *Why is it important to understand multiple perspectives (in history or today)?*

**Instructional Objectives:****Students will be able to:**

- *Describe ideals that unite Americans.*
- *Understand the origin and meaning of songs that express American ideals.*
- *Analyze symbols that represent important ideas, people, and events in United States history.*
- *Understand rights and responsibilities of United States citizenship.*
- *Describe the three branches of the federal government.*
- *Locate and study important government, historic, cultural, and educational sites in Washington, D.C.*



- *Understand how and why Americans honor and remember the nation's past.*
- *Describe the three branches of state government.*
- *Identify the contributions of important leaders in the United States government.*
- *Understand the three levels of government and the services that each level provides.*
- *Understand the contributions of important Americans in history.*
- *Understand rights and responsibilities of United States citizenship.*

### ***Suggested Assessments:***

#### ***Performance Tasks:***

- *Conduct a short research project to explore different aspects of a topic, with a culminating opinion, informative or explanatory piece of writing.*
- *Reader's Theatre*
- *Interview between a reporter and a citizen*
- *Literary analysis of patriotic song lyrics*
- *Mock citizenship interviews/applications*
- *Mural of national symbols*

#### ***Other Assessments:***

- *Open-ended questions based on essential questions*
- *Tests and Quizzes*

### ***Suggested Resources:***

- ***Primary sources***
- *Textbooks*
- *Library books*
- *Internet*
- *Maps*
- *Globes*
- [www.eduplace.com](http://www.eduplace.com)
- *Technology resources – United Streaming / Learn 360*
- ***See Appendix for additional resources***

***Grade Four  
Strand B  
Geography, People and the  
Environment***



## **Grade 4 Unit 2**

### **Strand: Geography, People and the Environment**

#### **Standards:**

#### **6.1 U.S. History: 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.*

**6.1.4.B.1** - *Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.*

**6.1.4.B.2** - *Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.*

**6.1.4.B.3** - *Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.*

**6.1.4.B.5** - *Describe how human interaction impacts the environment in New Jersey and the United States.*

**6.1.4.B.7** - *Explain why some locations in New Jersey and the United States are more suited for settlement than others.*

**6.1.4.B.8** - *Compare ways people choose to use and divide natural resources.*

**6.1.4.B.9** – *Relate advances in science and technology to environmental concerns, and to actions taken to address them.*

**6.1.4.B.10** - *Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.*

#### **6.3 Active Citizenship in the 21<sup>st</sup> Century**

*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.*

**6.3.4.B.1** – *Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.*

#### **Common Core Standards: (applying writing skills to write about historical content)** **Reading Standards for Information: (Reading historical content)**

**RI.4.1** *Refer to details and examples in a text 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.4.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5** Describe the overall structure of events, ideas, concepts, or information in at text or part of a 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 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 information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards:**

- W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)
- W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-d)
- W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**Big Ideas:**

*The United States has diversity in its landscapes and its people.*

**Enduring Understandings:**

- *Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.*
- *Places are jointly characterized by their physical and human properties.*
- *The physical environment can both accommodate and be endangered by human activities.*
- *Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.*
- *Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.*
- *Advancements in science and technology can have unintended consequences that impact individuals and/or societies.*
- *Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.*

**Essential Questions:**

- *What impact do decisions at the local and state level on how to use land and resources have on the environment and on how people live?*

- *How has the use of land and resources changed over time, and what has the impact been on the environment?*
- *How can I affect or influence positive changes to the ways we interact with the environment?*
- *How can I use information from maps, globes and other sources of information to understand the past and to make better decisions about the present?*

### ***Instructional Objectives:***

- *Explain why tourism, fishing and farming are major industries in the region.*
- *Read and interpret geographic information given on maps.*
- *Locate and describe hemispheres, continents, countries and oceans.*
- *Describe the relative location of the United States.*
- *Use latitude and longitude to describe absolute location.*
- *Compare and contrast major landform regions in the United States.*
- *Identify and describe major rivers, lakes and coasts in the United States.*
- *Compare and contrast elevations in the United States.*
- *Understand the factors that influence and define weather and climate.*
- *Compare and contrast climates in the United States.*
- *Understand how and why people divide places into regions.*
- *Explain how transportation and communication connect regions.*
- *Identify land uses, natural resources and industry in the United States.*
- *Compare and contrast the political regions of the United States.*
- *Compare and contrast the physical features of North America's regions.*
- *Analyze information given on a timeline.*
- *Analyze the history of the Declaration of Independence.*
- *Explain the Declaration of Independence role in American life today.*
- *Explain how improved transportation and immigration helped Northeast cities grow.*
- *Describe the Industrial Revolution.*
- *Analyze the difference between primary sources and secondary sources.*
- *Identify texts as primary and secondary sources.*
- *Describe benefits and changes of city life.*
- *Compare and contrast physical features of the Southeast.*
- *Understand how people in the region use natural resources.*
- *Understand how and why Americans protect and preserve their environment, history and culture.*
- *Understand how the geography of the Southeast affected settlement and early life of the region.*
- *Describe how mountains affect the culture and economy in the inland South states.*
- *Understand ways that people can damage but also protect the environment.*
- *Describe the geography and climate of the Midwest.*
- *Explain how people in the Midwest use the land.*
- *Organize and interpret information from charts.*
- *Create charts to show steps in a process.*
- *Identify states and territories of the United States by using maps.*
- *Collect, analyze and compare information on historical maps.*
- *Explain how improved transportation helped the Midwest grow.*

- Describe physical features of the Southwest.
- Understand how people of the region use natural resources.
- Analyze geographical and historical information expressed in literature.
- Describe the cities and farms of the Plains states.
- Explain how the regions urban and rural areas are linked.
- Describe the landforms and natural resources of the West.
- Explain why settlers moved to the West.
- Describe how people use the West's land and waterways today.
- Identify ways in which people in the West protect the environment.

### **Suggested Assessments:**

#### **Performance Tasks:**

- Venn diagrams
- Presentations
- Conduct a short research project to explore different aspects of a topic, with a culminating opinion, informative or explanatory piece of writing.

#### **Other Assessments:**

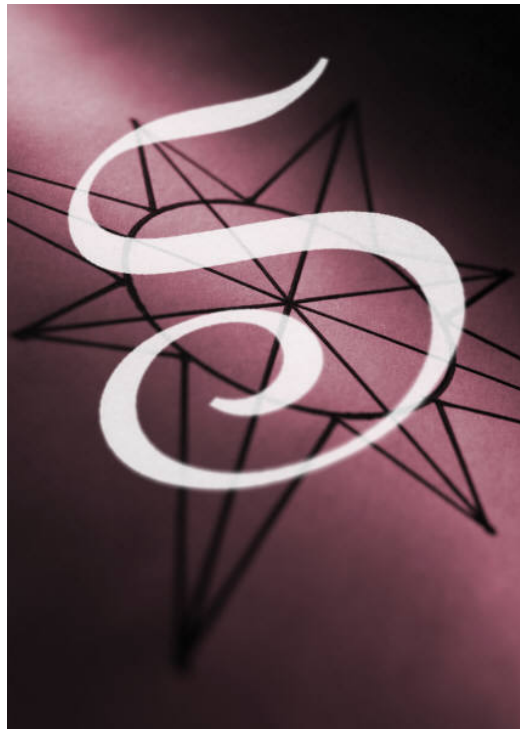
- Open-ended questions based on essential questions
- Tests and Quizzes

### **Suggested Resources:**

- [www.eduplace.com](http://www.eduplace.com) / Textbook
- [Time For Kids](#)
- *Relevant biographies*
- *World Atlas*
- *Technology resources – United Streaming / Learn 360*
- *Reading A-Z*
- **See Appendix for additional resources**

***Grade Four  
Strand C***

***Economics, Innovation and  
Technology***



## **Grade 4 Unit 3**

### **Strand: Economics, Innovation and Technology**

#### **Standards:**

#### **6.1. U.S. History: 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.*

**6.1.4.C.12** - Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

**6.1.4.C.13** - Determine the qualities of entrepreneurs in a capitalistic society.

**6.1.4.C.14** - Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.

**6.1.4.C.15** - Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

**6.1.4.C.16** - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

**6.1.4.C.17** - Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

**6.1.4.C.18** - Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

#### **6.3 Active Citizenship in the 21<sup>st</sup> Century**

*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.*

**6.3.4.C.1** – Develop and implement a group initiative that addresses an economic issue impacting children.

#### **Common Core Standards:**

#### **Reading Standards for Information: (Reading historical content)**

**RI.4.1** Refer to details and examples in a text 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.4.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

**RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a 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 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 information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards: (applying writing skills to write about historical content)**

**W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)

**W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-d)

**W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**Big Ideas:**

*Regional and global interdependence and trade are essential components for a productive economy.*

**Enduring Understandings:**

- *Economics is a driving force for the occurrence of various events and phenomena in societies.*
- *Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes.*
- *Availability of resources affects economic outcomes.*
- *Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.*
- *Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.*
- *Economic opportunities in New Jersey and other states are related to the availability of resources and technology.*
- *Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.*

**Essential Questions**

- *What is an economic system?*
- *How do economic systems and decisions affect peoples' lives and communities (local/global)?*
- *How do people in different places and times make decisions about how to utilize their resources?*
- *How and why are the economies of places/times different?*

- *What influences the development and change within economies (innovation, communication, transportation, entrepreneurship, etc.)*

### **Instructional Objectives:**

#### **Students will be able to:**

- *Identify prominent figure in NJ and explain how their ideas, inventions and other contributions has had an impact on us.*
- *Determine the qualities of entrepreneurs in a capitalistic society.*
- *Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.*
- *Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.*
- *Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.*
- *Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.*
- *Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.*
- *Understand and explain regional and global independence and trade.*
- *Analyze the economic effects of advances in transportation.*
- *Compare and contrast the computer and crop exports of three states in the Southeast.*
- *Understand how and why people conserve water in desert regions.*

### **Suggested Assessments:**

#### **Performance Tasks:**

- *Venn diagrams*
- *Presentations*
- *Conduct a short research project to explore different aspects of a topic, with a culminating opinion, informative or explanatory piece of writing.*

#### **Other Assessments:**

- *Open-ended questions based on essential questions*
- *Tests and Quizzes*

### **Suggested Resources:**

- *Maps of the regions*
- *Internet for research*
- *Textbooks*

#### **Internet Resources:**

- *Houghton Mifflin Education Place:*
- *<http://www.eduplace.com/kids/ss.jsp>*
- *Harcourt School Social Studies website: <http://www.thinkcentral.com>*
- **See Appendix for additional resources**
- *Technology resources – United Streaming / Learn 360*

***Grade Four  
Strand D***

***History, Culture and Perspectives***



## **Grade 4 Unit 4**

### **Strand: History, Culture, and Perspectives**

#### **Standards:**

#### **6.1 U.S. History: 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.*

**6.1.4.D.4** - Explain how key events led to the creation of the United States and the state of New Jersey.

**6.1.4.D.5** - Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

**6.1.4.D.6** - Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

**6.1.4.D.7** – Explain the role Governor William Livingston played in the development of New Jersey government.

**6.1.4.D.8** – Determine the significance of New Jersey's role in the American Revolution

**6.1.4.D.9** – Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

**6.1.4.D.19** – Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

**6.1.4.D.20** – Describe why it is important to understand the perspectives of other cultures in an interconnected world.

#### **6.3 Active Citizenship in the 21<sup>st</sup> Century**

*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.*

**6.3.4.D.1** – Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

#### **Common Core Standards:**

#### **Reading Standards for Information: (Reading historical content)**

**RI.4.1** Refer to details and examples in a text 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.4.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

**RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part

of a 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 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 information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards: (applying writing skills to write about historical content)**

**W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)

**W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-d)

**W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**Big Ideas:**

American culture was influenced from a variety of cultural groups living in the U.S. It is important to understand that the perspectives of other cultures in an interconnected world are constantly evolving.

**Enduring Understandings:**

- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Key historical events, documents, and individuals led to the development of our nation and still have an impact on all of us today.
- There are people who played significant roles in the development of our government here in New Jersey and our nation.
- New Jersey played a significant role in the American Revolution.
- Trans-Atlantic slavery had an impact on NJ and our nation.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Cultures struggle to maintain traditions in a changing society.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual

*points of view.*

- *It is important to identify stereotyping, bias, prejudice, and discrimination in our lives and communities.*
- *We need to make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.*
- *We all need to develop strategies to reach consensus and resolve conflict.*
- *We must recognize that people have different perspectives based on their beliefs, values, traditions, culture and experiences.*

### **Essential Questions**

- *How have events of the past shaped the present?*
- *How did the decisions of individuals and groups influence the creation of New Jersey and the United States?*
- *How and why are American ideals such as equality, liberty and consent of the governed embodied in key historic documents (Mayflower Compact, Declaration of Independence, U.S. Constitution and Bill of Rights)?*
- *How do we know what happened in the past?*
- *What are primary sources and how do we use them to learn about history?*
- *Why do people from diverse cultures have different perspectives?*
- *Why might people from diverse cultures experience conflict?*
- *How can people from diverse cultures cooperate and coexist?*
- *How does understanding multiple perspectives help us to make more informed decisions?*

### **Instructional Objectives:**

- *Use problem solving process to resolve conflicts through compromise.*
- *Analyze how people and governments resolve conflicts over scarce resources.*
- *Identify the ethnic groups and cultures of the Great Lake states.*
- *Understand the steps of the problem solving process.*
- *Identify a problem and implement a plan for solving it.*
- *Analyze the historical basis of the Southwest culture.*
- *Understand how and when the Southwest region became part of the United States.*
- *Locate and study important historic and cultural sites in the Southwest.*
- *Understand how people study and preserve historic and cultural sites.*
- *Identify multiple causes and effects of historical events.*
- *Understand causes and effects of the Mexican-American War.*
- *Understand cultural diversity in Texas and Oklahoma.*
- *Analyze statements to determine whether they are fact or opinion.*
- *Describe the diverse population of the Pacific states.*
- *Apply the steps in the decision-making process to an environmental issue.*

### **Suggested Assessments:**

#### **Performance Tasks:**

- *Venn diagrams*
- *Presentations*

- *Conduct a short research project to explore different aspects of a topic, with a culminating opinion, informative or explanatory piece of writing.*

***Other Assessments:***

- *Open-ended questions based on essential questions*
- *Tests and Quizzes*

***Suggested Resources:***

- [www.eduplace.com](http://www.eduplace.com)
- *Time for Kids*
- *Online encyclopedia*
- [www.thinkcentral.com](http://www.thinkcentral.com)
- *Technology resources – United Streaming / Learn 360*
- ***See Appendix for additional resources***

*Grade Five*

***Standard: 6.1 U. S. History: America in the World***

*Era: Three Worlds Meet (Beginnings to 1620)*

*Era: Colonization and Settlement (1585-1763)*

*Era: Revolution and the New Nation (1754-1820s)*

***Standard: 6.2 World History/Global Studies***

*Era: The Beginnings of Human Society*

***Standard: 6.3: Active Citizenship in the 21<sup>st</sup> Century***





## **Standard: 6.1 U.S. History: America in the World Era: Three Worlds Meet (Beginnings to 1620)**

### **Strand: Civics, Government, and Human Rights**

**6.1.8.A.1.a** Compare and contrast forms of governance, belief systems, and family structures among Native American groups.

### **Strand: Geography, People, and the Environment**

**6.1.8.B.1.a** Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

**6.1.8.B.1.b** Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

### **Strand: Economics, Innovation, and Technology**

**6.1.8.C.1.a** Evaluate the impact of science, religion, and technology innovations on European exploration.

**6.1.8.C.1.b** Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

### **Strand: History, Culture, and Perspectives**

**6.1.8.D.1.a** Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

**6.1.8.D.1.b** Explain how interactions among African, European, and Native American groups began a cultural transformation.

**6.1.8.D.1.c** Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives. This indicator is not covered in our Social Studies textbook.

### **Common Core Standards:**

#### **Reading Standards for Information: (Reading historical content)**

**RI.5.1** Quote accurately from a text, when explaining what the text says explicitly and when drawing inferences from the text.

**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**RI.5.5** Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

**RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Writing Standards: (applying writing skills to write about historical content)**

**W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)

**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Big Idea:**

- Cultural differences and competition for land led to conflicts among different groups of people in the Americas.
- Exploration has affected not only what people know, but also where different groups of people have settled.

**Enduring Understandings:**

- Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.
- European exploration expanded global economic and cultural exchange into the Western Hemisphere.
- The exploration of Asia and Africa led to European settlement in the Americas.
- The past influences the present and the future.
- Societies are impacted by internal and external factors.

**Essential Questions:**

- Why did Europeans begin to explore different areas of the world?
- What led the explorers to follow the routes that they took?
- How did European explorations change the lives of Native Americans?
- How does the past influence the present? Future?
- How do internal and external factors impact society?

**Instructional Objectives:**

**Students will be able to:**

- Describe the new ideas in Europe and their effects on exploration.
- Describe and evaluate the significance of Columbus's voyages to the Americas.
- Identify early European explorations, including Magellan's voyage.
- Describe and evaluate the significance of Spain's conquest of the Aztec Empire.
- Identify achievements of Spanish explorers.

- *Describe Spain's colonial system in the Americas.*
- *Evaluate the impact of Spanish colonization.*
- *Use latitude and longitude to determine absolute locations.*
- *Describe the motives and achievements of early English, French and Dutch explorers.*
- *Explain the significance of the Spanish Armada.*
- *Interpret information from multiple timelines.*
- *Explain how colonization impacts us today.*
- *Analyze routes of the explorers and why they made the decisions they did*

### **Suggested Assessments:**

#### **Performance Tasks:**

- *Research an explorer you have learned about. Write two pages of a journal that the explorer might have written about his voyage.*
- *Research early colonies in groups and give visual and oral presentations on their findings.*
- *Use place names on a map to find evidence of Spanish culture in the southwestern United States.*
- *Pretend to be an explorer and prepare a presentation on your exploration.*
- *Make a compact, or agreement, stating rights and responsibilities for the general good of their classroom, school and neighborhood.*
- *Role-play hypothetical meetings of Pueblo families living in New Spain in the 1600s.*
- *Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.*

#### **Other Assessments:**

- *Lesson quizzes*
- *Unit Tests*
- *Teacher Generated*
- ***Open ended questions based upon essential questions***

### **Suggested Resources:**

- [www.eduplace.com/sst/](http://www.eduplace.com/sst/)
- [www.eduplace.com/kids/hmss05/](http://www.eduplace.com/kids/hmss05/)
- [www.harcourtschool.com/menus/hssc/index.html](http://www.harcourtschool.com/menus/hssc/index.html)
- <http://www.state.nj.us/education/cccs/standards/6/6-1-8.htm>
- **See Appendix for additional resources**
- *Technology resources – United Streaming / Learn 360*

## **Standard: 6.1 U.S. History: America in the World Era: Colonization and Settlement (1585-1763)**

### **Strand: Civics, Government, and Human Rights**

**6.1.8.A.2.a** Determine the roles of religious freedom and participatory government in various North American colonies.

**6.1.8.A.2.b** Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

**6.1.8.A.2.c** Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.

### **Strand: Geography, People, and the Environment**

**6.1.8.B.2.a** Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

**6.1.8.B.2.b** Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

### **Strand: Economics, Innovation, and Technology**

**6.1.8.C.2.a** Relate slavery and indentured servitude to Colonial labor systems.

**6.1.8.C.2.b** Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

**6.1.8.C.2.c** Analyze the impact of triangular trade on multiple nations and groups.

### **Strand: History, Culture, and Perspectives**

**6.1.8.D.2.a** Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. This indicator is not covered in our Social Studies text.

**6.1.8.D.2.b** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

### **Common Core Standards:**

#### **Reading Standards for Information: (Reading historical content)**

**RI.5.1** Quote accurately from a text, when explaining what the text says explicitly and when drawing inferences from the text.

**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**RI.5.5** Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

**RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Writing Standards: (applying writing skills to write about historical content)**

**W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)

**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Big Idea:**

The thirteen English colonies were founded in different regions of North America and for different reasons.

**Enduring Understandings:**

- The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.
- The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

**Essential Questions:**

- Why did different people come to the English colonies and why did they settle where they did?
- How did the new colonies impact Native American groups? Our lives today?
- What kinds of governments, economies, and new ideas developed in the colonies? How has that impacted our government/economy today?

**Instructional Objectives:**

**Students will be able to:**

- Explain the reasons for the establishment of early English settlements.
- Describe the experiences of settlers in Jamestown.
- Explain why and how Pilgrims and Puritans settled in America.
- Describe the Plymouth and Massachusetts Bay settlements.
- Describe the Dutch settlement of New Netherland.
- Summarize the experiences of settlers, missionaries and explorers in New Spain.

## **Suggested Assessments:**

### **Performance Tasks:**

- *Research an explorer you have learned about. Write two pages of a journal that the explorer might have written about his voyage.*
- *Research early colonies in groups and give visual and oral presentations on their findings.*
- *Use place names on a map to find evidence of Spanish culture in the southwestern United States.*
- *Pretend to be an explorer and prepare a presentation on your exploration.*
- *Make a compact, or agreement, stating rights and responsibilities for the general good of their classroom, school and neighborhood.*
- *Role-play hypothetical meetings of Pueblo families living in New Spain in the 1600s.*
- *Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.*

### **Other Assessments:**

- *Lesson quizzes*
- *Unit Tests*
- *Teacher Generated Tests*
- *Open ended questions based on essential questions*

## **Suggested Resources:**

- [www.eduplace.com/sst/](http://www.eduplace.com/sst/)
- [www.eduplace.com/kids/hmss05/](http://www.eduplace.com/kids/hmss05/)
- [www.harcourtschool.com/menus/hssc/index.html](http://www.harcourtschool.com/menus/hssc/index.html)
- <http://www.state.nj.us/education/cccs/standards/6/6-1-8.htm>
- **See Appendix for additional resources**
- *Technology resources – United Streaming / Learn 360*

## **Standard: 6.1 U.S. History: America in the World**

### **Era: Revolution and the New Nation (1754-1820s)**

#### **Strand: Civics, Government, and Human Rights**

**6.1.8.A.3.a** Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

**6.1.8.A.3.b** Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

**6.1.8.A.3.c** Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

**6.1.8.A.3.d** Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.

**6.1.8.A.3.g** Evaluate the impact of the Constitution and Bill of Rights on current day issues.

#### **Strand: Geography, People, and the Environment**

**6.1.8.B.3.a** Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

**6.1.8.B.3.b** Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

#### **Strand: Economics, Innovation, and Technology**

**6.1.8.C.3.a** Explain how taxes and government regulation can affect economic opportunities

**6.1.8.C.3.b** Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.

#### **Strand: History, Culture, and Perspectives**

**6.1.8.D.3.e** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

**6.1.8.D.3.g** Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.5.1** Quote accurately from a text, when explaining what the text says explicitly and when drawing inferences from the text.

**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**RI.5.5** Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

**RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Writing Standards: (applying writing skills to write about historical content)**

**W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)

**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Big Idea:** The United States established a new government and grew larger as more people arrived and lands were acquired.

**Enduring Understandings:**

- Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
- The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

**Essential Questions:**

- What were some of the major problems faced by the writers of the Constitution?
- How does the Constitution secure our liberty?
- How did western settlement affect Native Americans?
- What kind of changes did the United States face in the early 1800s?



### **Instructional Objectives:**

#### **Students will be able to:**

- *Identify and explain basic rights of citizens*
- *Explain the ideas that were important to the Founders when they created our Constitution*
- *Explain the differences between constitutional governments and autocratic or dictatorial government*
- *Explain the ways in which government can be organized to make abuses of power less likely*
- *Describe the struggles for power between the English monarch and the Parliament and how they led to a system of separated powers and representative government*
- *Explain some reasons the American colonists decided to fight for their independence*
- *Explain the main ideas contained in the Declaration*
- *Describe the basic ideas on which state government was founded*
- *Explain the difference between the Massachusetts government and other state governments*
- *Explain the differences in the way of life for Americans and those people who lived in Europe*
- *Describe the creation of the Articles of Confederation and how its problems caused a new constitution to be written*
- *Explain how the Constitution was written*
- *Explain the positions of those who were for and against the Constitution*
- *Describe the contributions of important Americans who participated in the Philadelphia Convention*
- *Explain the conflict over representation and how it was solved*
- *Compare and contrast the different economies and economic interests of the North and South*
- *Describe the debates held over distribution of power*
- *Explain the arguments for and against the Constitution*
- *Describe the strengths and weaknesses of a federal system*
- *Describe the organization of the executive branch*
- *Explain how the Bill of Rights was added to the Constitution*
- *Define the political parties*
- *Define judicial review*
- *Discuss how the Supreme Court established its power of judicial review*
- *Explain the importance of freedom of expression*
- *Explain the importance of freedom of religion*
- *Explain how voting rights were established*
- *Describe some steps that were taken to end unfair discrimination*
- *Explain in general terms what due process means*
- *Explain the difference between citizen and non-citizen*
- *Support your views on whether and to what extent a citizen should be involved in government*

### **Suggested Assessments:**

#### **Performance Tasks:**

- *Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.*
- *Timelines*
- *Debates*
- *Essays*
- *Create a class constitution*
- *Group and class discussions*

- *Presentations*
- *Mock trials*
- *Panel discussions*
- *Analysis of primary source documents*
- *Class elections*

**Other Assessments:**

- *Open-ended questions based on essential questions*
- *Tests and Quizzes*

**Suggested Resources:**

- [www.eduplace.com/sst/](http://www.eduplace.com/sst/)
- [www.eduplace.com/kids/hmss05/](http://www.eduplace.com/kids/hmss05/)
- [www.harcourtschool.com/menus/hssc/index.html](http://www.harcourtschool.com/menus/hssc/index.html)
- <http://www.state.nj.us/education/cccs/standards/6/6-1-8.htm>
- **See Appendix for additional resources**
- *Technology resources – United Streaming / Learn 360*

## **Standard: 6.2 World History/Global Studies**

### **Era: The Beginnings of Human Society**

#### **Strand: Civics, Government, and Human Rights**

**6.2.8.A.1.a** Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.

#### **Strand: Geography, People, and the Environment**

**6.2.8.B.1.a** Explain the various migratory patterns of hunters/gatherers who moved to the Americas, and describe the impact of migration on their lives and on the shaping of societies.

**6.2.8.B.1.b** Compare and contrast how nomadic and agrarian societies used land and natural resources.

#### **Strand: Economics, Innovation, and Technology**

**6.2.8.C.1.a** Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.

**6.2.8.C.b** Determine the impact of technological advancements on hunter/gatherer and agrarian societies. This indicator is not covered in our Social Studies text.

#### **Strand: History, Culture, and Perspectives**

**6.2.8.D.1.a** Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

#### **Common Core Standards:**

##### **Reading Standards for Information: (Reading historical content)**

**RI.5.1** Quote accurately from a text, when explaining what the text says explicitly and when drawing inferences from the text.

**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**RI.5.5** Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

**RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Writing Standards: (applying writing skills to write about historical content)**

**W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)

**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Big Idea:** People interact with their environment and are affected by it.

**Enduring Understandings:**

- Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.
- The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.
- Archaeology provides historical and scientific explanations for how ancient people lived.
- Regional geographic differences can result in social, economic and political differences.
- Natural resources and the use of the environment will influence a group's way of life in a region.

**Essential Questions:**

- How does geography affect the way that people live and the activities that make up their lives?
- How did the American Indians in each region of North America use local resources appropriate to their climate and other physical characteristics of their environment?

**Instructional Objectives:**

- Demonstrate how the land affects people and how people affect the land.
- Explain the development of early civilizations and Indian groups in the Americas.
- Detail how Native Americans of the Northwest coast, Southwest, Great Plains and Eastern Woodlands used the abundant natural resources of the region.

**Suggested Assessments:**

**Performance Tasks:**

- Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.
- Research American Indian nations and prepare a presentation depicting the ways they lived.
- Make a single map to show where many different American Indian nations lived.
- Research an American Indian nation and write an informative essay about its culture.
- Research and write an essay about life in an Ancient Pueblo village.

**Other Assessments:**

- Lesson quizzes

- *Unit Tests*
- *Teacher Generated*
- *Open ended questions based on essential questions*

***Suggested Resources:***

- <http://www.state.nj.us/education/cccs/standards/6/6-2-8.htm>
- [www.harcourtschool.com/menus/hssc/index.html](http://www.harcourtschool.com/menus/hssc/index.html)
- [www.eduplace.com/ss/hmss05/](http://www.eduplace.com/ss/hmss05/)
- [www.eduplace.com/kids/hmss/](http://www.eduplace.com/kids/hmss/)
- *Outline maps*
- *Read Folktales or legends*
- *United States of America by Christine and David Petersen*
- *The Wigwam and the Longhouse by Charlotte and David Yue*
- ***See Appendix for additional resources***
- *Technology resources – United Streaming / Learn 360*

## ***Standard: 6.3 Active Citizenship in the 21<sup>st</sup> Century***

### ***Strand: Civics, Government, and Human Rights***

***6.3.8.A.1*** Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

***6.3.8.A.2*** Participate in a simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

***6.3.8.A.3*** Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

### ***Strand: Geography, People, and the Environment***

***6.3.8.B.1*** Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

### ***Strand: Economics, Innovation, and Technology***

***6.3.8.C.1*** Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.

### ***Strand: History, Culture, and Perspectives***

***6.3.8.D.1*** Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

### ***Common Core Standards:***

#### ***Reading Standards for Information: (Reading historical content)***

***RI.5.1*** Quote accurately from a text, when explaining what the text says explicitly and when drawing inferences from the text.

***RI.5.2*** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

***RI.5.3*** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

***RI.5.4*** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

***RI.5.5*** Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

***RI.5.6*** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

***RI.5.7*** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

***RI.5.8*** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

***RI.5.9*** Integrate information from several texts on the same topic in order to write or speak about

*the subject knowledgeably.*

**RI.5.10** *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.*

**Writing Standards: (applying writing skills to write about historical content)**

**W.5.1.** *Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)*

**W.5.2** *Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)*

**W.5.7** *Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.*

**W.5.8** *Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.*

**Big Idea:**

- *Citizenship carries individual responsibilities.*
- *Citizens are responsible for participating in the government.*

**Enduring Understandings:**

**Active citizens in the 21st century:**

- *Recognize the causes and effects of prejudice on individuals, groups, and society.*
- *Recognize the value of cultural diversity, as well as the potential for misunderstanding.*
- *Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.*
- *Listens open-mindedly to views contrary to their own.*
- *Collaboratively develop and practice strategies for managing and resolving conflict.*
- *Demonstrate understanding of democratic values and processes.*
- *Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.*
- *Challenge unfair viewpoints and behavior by taking action.*
- *Make informed and reasoned decisions.*
- *Accept decisions that are made for the common good.*

**Essential Questions:**

- *What are some responsibilities that citizens in our nation have?*
- *Why are both rights and responsibilities important?*

**Instructional Objectives:****Students will be able to:**

- *Explore prejudice, cultural diversity, bias, opinion, stereotypes*
- *Listen to and consider contrary views*
- *Develop and practice strategies for conflict resolution*
- *Identify rights and responsibilities of citizens*
- *Explain the importance of these rights and responsibilities*
- *Make informed and reasoned decisions and opinions based upon facts*
- *Understand decisions made for the common good.*
- *Develop a proposal and move it through a mock session*
- *Identify unfair actions and take respectful action to challenge those actions*

**Suggested Assessments:****Performance Tasks:**

- *Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.*
- *Timelines*
- *Debates*
- *Essays*
- *Create a class constitution*
- *Group and class discussions*
- *Presentations*
- *Mock trials*
- *Panel discussions*
- *Analysis of primary source documents*
- *Class elections*

**Other Assessments:**

- *Open-ended questions based upon essential questions*
- *Tests and Quizzes*

**Suggested Resources:**

- [www.eduplace.com/sst/](http://www.eduplace.com/sst/)
- [www.eduplace.com/kids/hmss05/](http://www.eduplace.com/kids/hmss05/)
- [www.harcourtschool.com/menus/hssc/index.html](http://www.harcourtschool.com/menus/hssc/index.html)
- [www.thinkcentral.com](http://www.thinkcentral.com)
- <http://www.state.nj.us/education/cccs/standards/6/6-3-8.htm>
- *Technology resources – United Streaming / Learn 360*
- **See Appendix for additional resources**



*Appendix*

*And*

*Additional Resources*

## **Assessment and Evaluation**

### **The goals of assessment and evaluation are:**

- *To determine whether and to what extent students have learned the specific knowledge or skills for each unit of study*
- *To diagnose students' strengths and weaknesses, and plan appropriate instruction.*

### **Assessment should include:**

- *Multiple forms to allow student to demonstrate their understanding in various ways*
- *Performance tasks that call for students to demonstrate their understanding and apply knowledge and skills*
- *Clear criteria and performance standards (rubrics) for teacher, peer, and self-evaluation*
- *A variety of resources. **The textbook is only one resource among many.***

### **Assessments might include:**

#### **Informal Assessments:**

- *Checklists*
- *Oral communication*
- *Group work*
- *Class participation*
- *Anecdotal records*
- *Conferencing*
- *Observations*

#### **Performance Assessments:**

- *Debate*
- *TV shows or commercials*
- *Role-play*
- *Simulation*
- *Mock Trial*
- *Create a newspaper*
- *Editorial cartoon analysis*
- *Create an editorial or opinion page*
- *Create an editorial cartoon*
- *Letters from historical points of view*
- *Interviews with historical figures*
- *Research papers*
- *Create a culture / symbolic representations*
- *Compare / contrasts*
- *Interpretations/analysis of oral histories*
- *Postcards from time/places*
- *Create your own constitution*
- *Invent and design something*
- *Travel journal*
- *Simulate a press conference*
- *Essays*
- *Journal writing*

### ***Formal Assessments***

- *Pre-assessments*
- *Chapter Quizzes*
- *Chapter Tests*
- *Unit Tests*
- *Homework Assessments*
- *Online Quizzes*
- *Open-ended Responses*
- *Portfolios*
- *Benchmark Assessments*

## **Additional Resources by Grade Level**

### **General Online Resources**

#### **K-5 Literature:**

[http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5\\_SS\\_Annotated\\_Bibliography\\_000.pdf](http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5_SS_Annotated_Bibliography_000.pdf)

*Grade Specific Lessons and Activities- Topic Links:*

<http://www.uen.org/Lessonplan/LPview?core=4>

### **Kindergarten**

#### **Games, Activities and Songs:**

[http://www.internet4classrooms.com/kplus\\_subjects\\_science\\_socst.htm](http://www.internet4classrooms.com/kplus_subjects_science_socst.htm)

<http://www.sfsocialstudies.com/k/index.html>

#### **Lesson Plans and Literature:**

[http://www.teach-nology.com/teachers/lesson\\_plans/history/k3/](http://www.teach-nology.com/teachers/lesson_plans/history/k3/)

#### **Links:**

<http://www.teachers.cr.k12.de.us/~galgano/klinksss.htm>

<http://k-12teacherresources.wikispaces.com/Kindergarten+Social+Studies>

<http://www.uen.org/Lessonplan/LPview?core=4>

#### **Literature:**

[http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5\\_SS\\_Annotated\\_Bibliography\\_000.pdf](http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5_SS_Annotated_Bibliography_000.pdf)

#### **Literature and Websites:**

<http://www.bluevalleyk12.org/education/components/scrapbook/default.php?sectiondetailid=28840&&&&&&&&&&&&&&&&&&&>

### **First Grade**

#### **Links to Activities, Lessons and Additional Resources:**

[http://www.internet4classrooms.com/skills\\_1st\\_social.htm](http://www.internet4classrooms.com/skills_1st_social.htm)

<http://www.sfsocialstudies.com/index2.html>

#### **Lesson Plans and Literature:**

[http://www.teach-nology.com/teachers/lesson\\_plans/history/k3/](http://www.teach-nology.com/teachers/lesson_plans/history/k3/)

#### **Links:**

<http://www.teachers.cr.k12.de.us/~galgano/l1inksss.htm>

<http://k-12teacherresources.wikispaces.com/First+Grade+Social+Studies>

<http://www.uen.org/Lessonplan/LPview?core=4>

**Literature:**

[http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5\\_SS\\_Annotated\\_Bibliography\\_000.pdf](http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5_SS_Annotated_Bibliography_000.pdf)

**Literature and Websites:**

<http://www.bluevalleyk12.org/education/components/scrapbook/default.php?sectiondetailid=28841&>

**Second Grade**

**Links to Activities, Lessons and Additional Resources:**

[http://www.internet4classrooms.com/skills\\_2nd\\_social.htm](http://www.internet4classrooms.com/skills_2nd_social.htm)  
<http://www.sfsocialstudies.com/index2.html>

**Lesson Plans and Literature:**

[http://www.teach-nology.com/teachers/lesson\\_plans/history/k3/](http://www.teach-nology.com/teachers/lesson_plans/history/k3/)

**Links:**

<http://www.teachers.cr.k12.de.us/~galgano/2ss.htm>  
<http://k-12teacherresources.wikispaces.com/Second+Grade+Social+Studies>  
<http://www.uen.org/Lessonplan/LPview?core=4>

**Literature:**

[http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5\\_SS\\_Annotated\\_Bibliography\\_000.pdf](http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5_SS_Annotated_Bibliography_000.pdf)

**Literature and Websites:**

<http://www.bluevalleyk12.org/education/components/scrapbook/default.php?sectiondetailid=28843&>

**Third Grade**

**Links to Activities, Lessons and Additional Resources:**

<http://www.sfsocialstudies.com/index2.html>  
[http://www.internet4classrooms.com/skills\\_3rd\\_social.htm](http://www.internet4classrooms.com/skills_3rd_social.htm)

**Lesson Plans and Literature:**

[http://www.teach-nology.com/teachers/lesson\\_plans/history/k3/](http://www.teach-nology.com/teachers/lesson_plans/history/k3/)

**Links:**

<http://www.teachers.cr.k12.de.us/~galgano/3linksss.htm>  
<http://k-12teacherresources.wikispaces.com/Third+Grade+Social+Studies>  
<http://www.uen.org/Lessonplan/LPview?core=4>

**Literature:**

[http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5\\_SS\\_Annotated\\_Bibliography\\_000.pdf](http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5_SS_Annotated_Bibliography_000.pdf)

**Literature and Websites:**

<http://www.bluevalleyk12.org/education/components/scrapbook/default.php?sectiondetailid=28843&>

**Fourth Grade**

**Links to Activities, Lessons and Additional Resources:**

<http://www.sfsocialstudies.com/index2.html>

[http://www.internet4classrooms.com/skills\\_4th\\_social.htm](http://www.internet4classrooms.com/skills_4th_social.htm)

**Links:**

<http://www.teachers.cr.k12.de.us/~galgano/4ss.htm>

<http://www.uen.org/Lessonplan/LPview?core=4>

**Literature:**

[http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5\\_SS\\_Annotated\\_Bibliography\\_000.pdf](http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5_SS_Annotated_Bibliography_000.pdf)

**Literature and Websites:**

<http://www.bluevalleyk12.org/education/components/scrapbook/default.php?sectiondetailid=28843&>

**Primary Sources:**

<http://www.archives.gov/exhibits/charters/>

<http://www.archives.gov/>

<http://www.ourdocuments.gov/index.php?flash=true&>

<http://docsteach.org/>

<http://www.digitalvaults.org/>

**Fifth Grade**

**Links to Activities, Lessons and Additional Resources:**

<http://www.sfsocialstudies.com/index2.html>

[http://www.internet4classrooms.com/skills\\_5th\\_social.htm](http://www.internet4classrooms.com/skills_5th_social.htm)

**Links:**

<http://www.teachers.cr.k12.de.us/~galgano/4ss.htm>

<http://www.uen.org/Lessonplan/LPview?core=4>

**Literature:**

[http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5\\_SS\\_Annotated\\_Bibliography\\_000.pdf](http://georgetownisd.org/ccorner/socstudies/elemresources/GrK-5_SS_Annotated_Bibliography_000.pdf)

***Literature and Websites:***

<http://www.bluevalleyk12.org/education/components/scrapbook/default.php?sectiondetailid=28843&>

***Primary Sources:***

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<http://www.archives.gov/>

<http://www.ourdocuments.gov/index.php?flash=true&>

<http://docsteach.org/>

<http://www.digitalvaults.org/>

## ***The Social Studies Classroom***

- 1. A social studies classroom environment is one that is collaborative and interactive*
- 2. Students follow the values of a democratic society such as respect, equality, free speech, consideration for others, and majority rule.*
- 3. Encouraged in the classroom are discussion, and the promotion of respect for the viewpoints of all members of the class.*
- 4. A major goal of the class is to form good citizens of the class, school, community, country and the world.*
- 5. Students should gain an understanding of the past, present, and future.*
- 6. Teaching should focus on the Standards as outlined by the State of New Jersey. (2009 NJCCCS)*
- 7. Purposeful activities should take the place of memorization and recitation of facts, expanding knowledge that goes beyond superficial understanding.*
- 8. A wide range of instructional tools should be utilized daily. These tools may include, but are not limited to: textbooks, periodicals, timelines, internet, media, primary and secondary sources.*



**2009 NJCCCS  
Social Studies Skills Table**

<http://www.state.nj.us/education/cccs/standards/6/skills.pdf>

<b>Social Studies Skill</b>	<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
Chronological Thinking	<ul style="list-style-type: none"> <li>• Place key historical events and people in historical eras using timelines.</li> <li>• Explain how the present is connected to the past</li> </ul>	<ul style="list-style-type: none"> <li>• Construct timelines of the events occurring during major eras</li> <li>• Explain how major events are related to one another in time</li> </ul>	<ul style="list-style-type: none"> <li>• Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</li> <li>• Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li> </ul>
Spatial Thinking	<ul style="list-style-type: none"> <li>• Determine locations of places and interpret information available on maps and globes.</li> <li>• Use thematic maps and other geographic representations to obtain, describe and compare</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use various geographic representations to compare information about people, places, regions, and environments.</li> <li>• Use maps and other documents to explain the</li> </ul>	<ul style="list-style-type: none"> <li>• Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</li> <li>• Relate current events</li> </ul>

	<p>spatial patterns and information about people, places, regions, and environments.</p>	<p>historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p>	<p>to the physical and human characteristics of places and regions.</p>
<p>Critical Thinking</p>	<ul style="list-style-type: none"> <li>• Distinguish fact from fiction</li> <li>• Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast differing interpretations of current and historical events.</li> <li>• Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish valid arguments from false arguments when interpreting current and historical events.</li> <li>• Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</li> </ul>
<p>Presentation Skills</p>	<ul style="list-style-type: none"> <li>• Use evidence to support an idea in a written or oral format.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<ul style="list-style-type: none"> <li>• Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</li> </ul>

<p><b>Standard 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.</p>	<p><b>By the end of Grade 4</b></p>
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**Strand A. Civics, Government, and Human Rights**

<p><b>Essential Questions</b></p>	<p><b>Enduring Understandings</b></p>
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<p>How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</p>	<p>Active citizens exercise their rights and responsibilities by participating in democratic processes.</p>
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<p><b>Content and Cumulative Progress Indicators (CPIs)</b></p>	<p><b>Classroom Applications</b></p>
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<p><b><u>Content</u></b></p> <p>Understanding the need for fairness and taking appropriate action against unfairness</p> <p>Developing strategies to reach consensus and resolve conflict</p> <p><b><u>CPI</u></b></p> <p><b>6.3.4.A.1</b> Evaluate what makes a good rule or law.</p>	<p><b><u>Instructional Guidance</u></b> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> <li>• Determine what makes some rules better than others after being provided with a list of rules (some of which are unfair, unenforceable, do not have a legitimate purpose or have other issues). This activity may take place on or around Constitution Day on September 17.</li> <li>• Create a rubric that describes characteristics of good rules and use it to evaluate rules from other classrooms.</li> </ul> <p><b><u>Sample Assessments</u></b> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <p>Create a class constitution.</p> <ul style="list-style-type: none"> <li>• Brainstorm rules that are appropriate for the classroom in small groups.</li> <li>• Use a checklist to evaluate ideas in small groups and select 3-5 rules.</li> <li>• Present rules and explain why the group’s rules should be chosen for the class constitution.</li> <li>• Revise rules after all groups have shared ideas.</li> <li>• Take a class vote indicating “yea” or “nay” to each of the proposed rules.</li> <li>• Sign rules with the teacher once the rules are determined and post for display.</li> </ul>
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	<p><u><b>Resources</b></u></p> <ul style="list-style-type: none"><li>• <a href="#">Scholastic</a> features Creating a Classroom Constitution Lesson Plan.</li><li>• <a href="#">What Makes A Good Rule?</a> is a lesson plan created by NJCLRE.</li><li>• <a href="#">Justice Teaching</a> contains a Rules, Rules, Rules Lesson Plan.</li></ul>
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<p><u><b>Content</b></u></p> <p>Becoming aware of individuals' relationships to people, places, and resources in the local community and beyond.</p>	<p><u><b>Instructional Guidance</b></u></p> <p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"><li>• Brainstorm a list of questions to ask local officials and /or community members about an important issue. The issue might relate to allocations in the school or municipal budget, policies involving parks or sports activities or issues involving an upcoming election.</li><li>• Gather as much information about the topic in advance including any relevant historical perspectives. Debate which questions are most important to ask. Consider contacting several people from different stakeholder groups to become aware of multiple perspectives.</li><li>• Determine the best method to communicate with the official or community member (e.g., via email, Skype, blog or in person as a guest speaker).</li></ul> <p>✓ <b>Notes:</b></p> <ul style="list-style-type: none"><li>○ For guest speakers or individuals that you plan to Skype:<ul style="list-style-type: none"><li>○ Provide questions in advance.</li><li>○ Provide time for students to practice interviewing each other and to ask follow up questions.</li></ul></li><li>• Send thank you notes to show appreciation for the person's time and effort.</li><li>• Reflect upon the experience by determining the benefits of getting information from an expert in the field and identify any challenges.</li></ul> <p><u><b>Sample Assessments</b></u></p> <p><i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <p>Create a news story about a local issue using information gathered from interviewing local officials and/or community members in small groups. Submit the story for publication in your school or community newspaper, as a podcast to be posted on the school website or as a video that can be broadcasted on the local television station.</p> <p><u><b>Resources</b></u></p>
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**CPI**

**6.3.4.A.2**

Contact local officials and community members to acquire information and/or discuss local issues.

	<ul style="list-style-type: none"> <li>• <a href="#">Voicethread</a> is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate pages and leave comments.</li> <li>• <a href="#">Audacity</a> is free software that can be used for creating a podcast (export as a .WAV file).</li> </ul>
<p><b><u>Content</u></b></p> <p>Making informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions</p> <p>Becoming aware of individuals' relationships to people, places, and resources in the local community and beyond</p> <p><b><u>CPI</u></b></p> <p><b>6.3.4.A.3</b> Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p>	<p><b><u>Instructional Guidance</u></b> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> <li>• View videos or read about 2-3 social action projects in small groups and determine what made them successful or unsuccessful.</li> <li>• Make a list of factors that are important to consider when developing an effective social action plan.</li> <li>• Research appropriate methods to communicate with the public (e.g., public service announcements for local television or radio station, developing a website or podcast).</li> <li>• Seek advice from individuals who have successfully implemented action plans.</li> </ul> <p><b><u>Sample Assessments</u></b> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <p>Brainstorm a list of local issues and survey people to find out which are most important in the school and/ or community. Select one of the problems and in small groups gather information and data to become better informed about the causes and effects.</p> <p>Brainstorm ideas for the action plan, determine the most effective steps and develop a time schedule (individual and group work). Seek feedback from peers and teacher, make necessary modifications and complete the task.</p> <p>Survey people to find out if the action plan was successful. Reflect upon the experience by identifying the successful and challenging aspects of the project and determine if any modifications are needed for future experiences.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Active Citizens 101</a> was created by Constitutional Rights Foundation (Social Capital and Democracy Unit).</li> <li>• <a href="#">K-12 Service-Learning Project Planning Toolkit (Updated Edition)</a> contains information about the 5 core components of a service-</li> </ul>

	<p>learning project: investigation, planning and preparation, the service activity, reflection, and demonstration/celebration.</p> <ul style="list-style-type: none"> <li>• <a href="#">Service Learning Provider</a> shows examples of elementary school service learning projects.</li> <li>• <a href="#">DoSomething</a> features videos about different causes (teacher should select appropriate videos for elementary students).</li> </ul>
<p><b><u>Content</u></b></p> <p>Recognizing that people have different perspectives based on their beliefs, values, traditions, culture, and experiences</p> <p>Becoming aware of individuals' relationships to people, places, and resources in the local community and beyond</p> <p>Developing strategies to reach consensus and resolve conflict</p> <p><b><u>CPI</u></b></p> <p><b>6.3.4.A.4</b> Communicate with students from various countries about common issues of public concern and possible solutions.</p>	<p><b><u>Instructional Guidance</u></b> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> <li>• Discuss issues of concern that relate to current events topics, health concerns or the environment.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Global Education Collaborative Ning</a> is an online community for teachers and students interested in global education.</li> <li>• <a href="#">EekoWorld</a> is designed to help children between the ages of 6 and 9 learn about the important role they can play in taking care of the earth.</li> <li>• <a href="#">Epals</a> has developed collaborative projects about a variety of topics including global warming and the world's water supply.</li> <li>• <a href="#">Thinkquest</a> is an online community for students and teachers (free websites and password protected).</li> </ul>

[http://www.state.nj.us/education/cccs/cad/6/ss\\_cad\\_6\\_3\\_grK\\_4.doc](http://www.state.nj.us/education/cccs/cad/6/ss_cad_6_3_grK_4.doc)

<b>Standard 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>By the end of Grade 4</b>
<b>Strand B. Geography, People, and the Environment</b>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	
How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?	Active citizens recognize the consequences of human interactions with environment and take actions to promote positive outcomes.	
<b>Content and Cumulative Progress Indicators (CPIs)</b>	<b>Classroom Applications</b>	
<b><u>Content</u></b>  Making informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions  Becoming aware of individuals' relationships to people, places, and resources in the local community and beyond  Developing strategies to reach consensus and resolve conflict  <b><u>CPI</u></b>  <b>6.3.4.B.1</b> Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.	<b><u>Instructional Guidance</u></b> <i>To assist in meeting this CPI, students may:</i> <ul style="list-style-type: none"> <li>• Celebrate the 40<sup>th</sup> Anniversary of Earth Day by investigating what people are doing as part of the “Generating a Billion Acts of Green” project and discuss which of those actions relate to environmental issues at the local or state level.</li> <li>• Watch videos or read about how other school groups have addressed environmental issues at the local or state level. Discuss successful elements of the projects in small groups and determine if any could be effectively replicated in the community.</li> <li>• Contact the <a href="#">New Jersey Department of Environmental Protection</a> to find out about what can be done about environmental issues in the state.</li> </ul> <b><u>Sample Assessments</u></b> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i>  Plan an event that will enable the community to participate in the Global Day of Conversation as a way to celebrate Earth Day, April 22, 2010. On this day at least 500 mayors around the world will be engaged in conversations within their local communities on issues of climate, energy and sustainability. Visit <a href="#">Earthday Network</a> for more information.	
	<b><u>Resources</u></b>	

- [Earth Day In A Box](#) provides organization tips and resources by Earth Day Network.
- [Alliance for New Jersey Environmental Education](#) is designed to promote and improve Environmental Education for people of all ages in New Jersey.

[http://www.state.nj.us/education/cccs/cad/6/ss\\_cad\\_6\\_3\\_grK\\_4.doc](http://www.state.nj.us/education/cccs/cad/6/ss_cad_6_3_grK_4.doc)



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<b>Strand C. Economics, Innovation, and Technology</b>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	
How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?	Active Citizens make informed and reasoned economic decisions and accept responsibility for the consequences of their actions and/or inactions.	
<b>Content and Cumulative Progress Indicators (CPIs)</b>	<b>Classroom Applications</b>	
<u><b>Content</b></u>  Becoming aware of their relationships to people, places, and resources in the local community and beyond  Making informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions  <u><b>CPI</b></u>  <b>6.3.4.C.1</b> Develop and implement a group initiative that addresses an economic issue impacting children.	<u><b>Instructional Guidance</b></u> <i>To assist in meeting this CPI, students may:</i> <ul style="list-style-type: none"> <li>• Participate in a service learning project that benefits children affected by a natural disaster.</li> <li>• Raise funds by participating in a “penny war” (or another activity) and donate proceeds to one of the causes listed in the resources below or contact local businesses and request that they make a donation.</li> <li>• Participate in the <a href="#">United Way Day of Action</a>. On June 21, the longest day of the year, United Ways across the country are participating in a nationwide Day of Action.</li> </ul> <u><b>Sample Assessments</b></u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i>  Develop a project that addresses one of the <a href="#">United Nations Millennium Goals</a> .  <u><b>Resources</b></u> <ul style="list-style-type: none"> <li>• <a href="#">FreeRice</a> is a non-profit website run by the United Nations World Food Program. Students answer questions about a variety of topics. For each question answered correctly, 10 grains of rice is donated on their behalf.</li> <li>• <a href="#">Goats for Kids</a> enables individuals/groups to purchase a goat to help children avoid malnutrition.</li> </ul>	

- [World Food Program Youth Action Center](#)
- [The Wall Against Hunger](#) features a Wall of Photos uploaded by supporters of the [World Food Programme](#)'s mission: delivering the world from hunger. Viewers may feed a child in honor of someone they love, put their photo on the Wall and send them an original email greeting.
- [Charity Guide](#) provides links to websites that enable students to make a difference in minutes or hours. Volunteer suggestions include opportunities related to animal welfare, children's issues, community development, health & safety and poverty.
- [Live United](#) provides kid-friendly volunteer ideas.

[http://www.state.nj.us/education/cccs/cad/6/ss\\_cad\\_6\\_3\\_grK\\_4.doc](http://www.state.nj.us/education/cccs/cad/6/ss_cad_6_3_grK_4.doc)

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<b>Strand D. History, Culture, and Perspectives</b>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	
How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?	Active citizens respect different viewpoints and take actions that result in a more just and equitable society.	
<b>Content and Cumulative Progress Indicators (CPIs)</b>	<b>Classroom Applications</b>	
<b><u>Content Statement</u></b>  Identifying stereotyping, bias, prejudice, and discrimination in individuals' lives and communities  Recognizing that people have different perspectives based on their beliefs, values, traditions, culture, and experiences  <b><u>CPI</u></b>  <b>6.3.4.D.1</b> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	<b><u>Instructional Guidance</u></b> <i>To assist in meeting this CPI, students may:</i>  Information will be added to address this CPI.	

[http://www.state.nj.us/education/cccs/cad/6/ss\\_cad\\_6\\_3\\_grK\\_4.doc](http://www.state.nj.us/education/cccs/cad/6/ss_cad_6_3_grK_4.doc)