

South Orange & Maplewood School District Social Studies Curriculum Grades 3-5

**South Orange &
Maplewood
School District
Department of Curriculum
& Instruction**

2013

To The Teacher

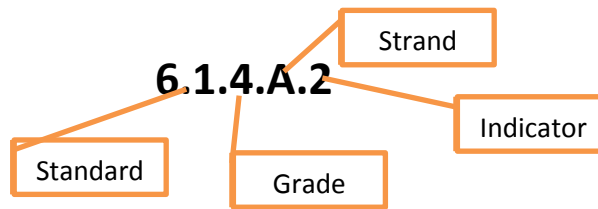
The South Orange & Maplewood School District Social Studies Curriculum for grades 3-5 is developed and aligned to the New Jersey Core Curriculum Content Standards for Social Studies adopted by the New Jersey State Board of Education in 2009. The document is intended to frame and guide teachers in the development of instructional design, working from a “standards view”, which is followed by unit planning information. Unit outlines and lesson design information are found in a supplemental document created for teacher use.

How to Use the Curriculum:

- The NJCCCS for Social Studies include three distinct standards; 6.1 U.S. History; America in the World (Grades K-12), 6.2 World History / Global Studies (Grades 5-12), and 6.3 Active Citizenship in the 21st Century (Grades K-12)
- The document begins with a Statement of Purpose that encompasses Kindergarten through Grade 5. This is followed by an excerpt from the NJCCCS Standards document that details the Social Studies Timeframe Table and the Social Studies Skill Table.
- Program goals for Grades 3-5 are outlined by Unit. These are constructed in the form of an Overarching Essential Question, Enduring Understandings, applicable Standards and Cumulative Progress Indicators (CPIs). It should be noted that in addition to the NJCCCS for Social Studies, specific standards and indicators for the Common Core State Standards for English Language Arts are also included.
- In order to strengthen the connection between Language Arts and Social Studies, a crosswalk was developed, that outlines the pacing and correspondence of Reading and Writing Units with Social Studies Units throughout the school year.
- Teachers are also provided a frame of the application of literacy skills and strategies for reading and writing as they should be integrated into the teaching of Social Studies.
- The organizational structure of the curriculum begins with a “standards view”. The frame is based on the Classroom Applications Document (CAD) format provided by NJDOE and contains the following elements:
 - The Standard (6.1, 6.2, or 6.3) and Strand (A,B,C,D)
 - Essential Questions that are part of the NJCCCS
 - Enduring Understandings that are either taken directly from the NJCCCS, or are a summarization of the appropriate indicators related to the standard.
 - Content and Cumulative Progress Indicators (CPIs) The structure of the CPIs for Social Studies include;
 - The Standard
 - The Grade Level by which the elements of the standard are to be learned (by the End of Grade 4, By the End of Grade 8)

- The specific Strand (A, B, C, D)
- The Indicator (1,2,3,4...)

For example:



- Following the NJCCCS are appropriate CCSS for English Language Arts (Reading, Writing, Speaking, Listening, and Literacy)
- The area titled Classroom Applications includes Instructional Guidance, Sample Assessments and Resources that may be used in the teaching of the specific content and CPI.
- It should be noted that standards are not taught sequentially, nor are they taught independently. One lesson or unit includes a variety of standards and CPIs. This section of the document is intentionally designed to answer the question “What does this CPI look like during instruction, and how can I be sure I am teaching to the standards, not just covering topics?”
- Following the “Standards View”, a Unit Overview by Grade is provided. Once again, Enduring Understandings, Essential Questions, Content, Skills, and Assessment are considered, this time at the Unit level. The NJCCCS CPIs specific to each particular unit are listed here as well. Instructional Resources specific to each unit and Field Trip Suggestions can also be found in the Unit Overview.
- Units by Grade Level are:
 - Grade 3 – Geography, Government & Economics, Native Americans and Moving West & Immigration
 - Grade 4 – Geography, Exploring New Jersey Past & Present, Growth & Industry, and A New Nation
 - Grade 5 – Exploration, Colonization, and Revolutionary War

This document was designed to inform the “What” and “Why” of Social Studies instruction in Grades 3-5. A supplemental document has also been constructed for teacher use, which includes additional unit and lesson detail, specific activities and additional resources. These two documents are intended to be used together, in order to ensure that our students are provided a comprehensive and cohesive understanding of the required curriculum.

South Orange & Maplewood School District
Social Studies Curriculum Grades 3-5

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Statement of Purpose
Social Studies
Kindergarten – Fifth Grade

The social studies standards fosters, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography (New Jersey Core Curriculum Content Standards 2009). Our curriculum leads students from an understanding of oneself and one's immediate surroundings, to the greater community and eventually an understanding of American traditions and values in the 21st century.

The primary purpose of social studies is to help students develop the ability to make informed decisions as citizens of a culturally diverse, democratic society in an interdependent world.

The curriculum is thematic and is comprised of comprehensive units per grade. Embedded within each unit are connections to the students' everyday lives which make the learning of social studies come alive for elementary students. Activities and instructional strategies encourage the use of primary and secondary sources available through technology.

The integration of literacy and social studies exists throughout all units for kindergarten through grade five. Many of the activities and instructional strategies include interactive content based read alouds. In addition, the skills of literacy are necessary as students interact with the content of these social studies units.

The social studies curriculum includes and depends on a number of different types of materials such as textbooks, non-fiction texts, biographies, autobiographies, maps, newspapers, photographs, and primary documents. Higher-order thinking skills, such as compare, explain, analyze, predict, construct, and interpret, are all heavily dependent on a variety of literacy skills and processes. For example, in social studies students must be able to understand specialized vocabulary; identify and comprehend key pieces of information with texts; determine what fact is and what opinion is; relate information across texts, connect new information to prior knowledge; and synthesize the information to make meaning.

Kindergarten

The Kindergarten social studies curriculum builds a solid foundation for the development, understanding, and application of social studies skills and concepts. Students are exposed to a wealth of resources and information that will enable them to become active citizens, aware of diversity in their environment, while providing students with engaging and hands-on learning experiences.

First Grade

The First Grade social studies curriculum continues to build a solid foundation of essential social studies skills and concepts. Students will study the concepts of looking at their neighborhood, identifying needs, exploring maps and globes, and learning about our country and world. It is intended that students develop multicultural awareness and sensitivity which they will apply to their everyday lives.

Second Grade

The Second Grade social studies curriculum continues to build a solid foundation of essential social studies skills and concepts. The focus moves from the world students know best – their community – to the larger, less familiar world – the United States and the World. It integrates civics, culture, economics, geography, and history. Additionally, it builds a framework for studying people and places near and far – now, long ago, and even in the future.

Third Grade

The Third Grade social studies curriculum is the study of communities. Students will examine the development of communities over time, explore diverse communities, and discover how various factors affect the community. Students will utilize maps to interpret information, locate and distinguish varying geographic features and identify causes and possible solutions to global issues. Additionally, students will discover where Native Americans lived and the many contributions that each major tribe made to human progression. Students will also investigate the development of government, recognize the importance of democratic ideals, and understand the rights and responsibilities of community members.

Fourth Grade

The Fourth Grade social studies curriculum encompasses the study of people, places, and events in the United States and New Jersey. Students will study the major strands of geography, history, government, economics, and citizenship in New Jersey. The units link the students more closely to history utilizing content, concepts, reading skills and geography through community and real life experiences. The units will also develop the students' understanding of their environment, culture, nation, and New Jersey and will foster patriotism and respect for diverse communities.

Fifth Grade

The Fifth Grade social studies curriculum examines the cultural differences and competition for land and how that led to conflicts among different groups of people in the Americas. Students will discover the obstacles and accomplishments of different explorers and the effects of European colonization brought to the Americas. Students will also study why freedom was so important to the colonists and why they were willing to suffer terrible hardships and years of war to win it. Additionally, students will identify the cause and effects of the American Revolution and how it affected people's lives.

Social Studies Timeframe Table

Note: The numbering of time periods (in Content Statements and coded CPI numbers) sometimes reflects the overall era and sometimes reflects a time period within an era, as indicated below.

Standard	Grades 5-8	Grades 9-12
Standard 6.1 U.S. History: America in the World	<p>Three Worlds Meet (Beginnings to 1620)</p> <p>1. Three Worlds Meet</p> <p>Colonization and Settlement (1585-1763)</p> <p>2. Colonization and Settlement</p> <p>Revolution and the New Nation (1754-1820s)</p> <p>3. Revolution and the New Nation</p> <p>Expansion and Reform (1801-1861)</p> <p>4. Expansion and Reform</p> <p>Civil War and Reconstruction (1850-1877)</p> <p>5. Civil War and Reconstruction</p>	<p>Colonization and Settlement (1585-1763)*</p> <p>1. Colonization and Settlement</p> <p>Revolution and the New Nation (1754-1820s)</p> <p>2. Revolution and the New Nation</p> <p>Expansion and Reform (1801-1861)</p> <p>3. Expansion and Reform</p> <p>Civil War and Reconstruction (1850-1877)</p> <p>4. Civil War and Reconstruction</p> <p>The Development of the Industrial United States (1870-1900)</p> <p>5. The Development of the Industrial United States</p> <p>The Emergence of Modern America (1890-1930)</p> <p>6. Progressive Reforms</p> <p>7. World War I</p> <p>8. Roaring Twenties</p> <p>The Great Depression and World War II (1929-1945)</p> <p>9. The Great Depression</p> <p>10. New Deal</p> <p>11. World War II</p> <p>Postwar United States (1945 to early 1970s)</p> <p>12. Cold War</p> <p>13. Civil Rights and Social Change</p> <p>Contemporary United States (1970-Today)</p> <p>14. Domestic Policies</p> <p>15. International Policies</p> <p>16. Interconnected Global Society</p>
Standard 6.2 World History/ Global Studies	<p>The Beginnings of Human Society</p> <p>1. Paleolithic and Neolithic Ages</p> <p>Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)</p> <p>2. Ancient River Valley Civilizations</p> <p>The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)</p> <p>3. The Classical Civilizations of the Mediterranean World, India, and China</p> <p>Expanding Exchanges and Encounters (500 CE-1450 CE)</p> <p>4. Expanding Exchanges and Encounters</p>	<p>The Emergence of the First Global Age (1350-1770)</p> <p>1. Global Interactions and Colonialism</p> <p>Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>2. Renaissance, Reformation, Scientific Revolution, and Enlightenment</p> <p>Age of Revolutions (1750-1914)</p> <p>3. Political and Industrial Revolutions, Imperialism, Reform, and Global Impact</p> <p>A Half-Century of Crisis and Achievement (1900-1945)</p> <p>4. The Era of the Great Wars</p> <p>The 20th Century Since 1945 (1945-Today)</p> <p>5. Challenges for the Modern World</p> <p>Contemporary Issues</p> <p>6. Contemporary Issues</p>
* The earlier era, Three Worlds Meet (Beginnings to 1620), is not included at the high school level.		

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	K-4	5-8	9-12
Chronological Thinking	<ul style="list-style-type: none"> Place key historical events and people in historical eras using timelines. Explain how the present is connected to the past. 	<ul style="list-style-type: none"> Construct timelines of the events occurring during major eras. Explain how major events are related to one another in time. 	<ul style="list-style-type: none"> Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. 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.
Spatial Thinking	<ul style="list-style-type: none"> Determine locations of places and interpret information available on maps and globes. Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. 	<ul style="list-style-type: none"> Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. 	<ul style="list-style-type: none"> Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. Relate current events to the physical and human characteristics of places and regions.
Critical Thinking	<ul style="list-style-type: none"> Distinguish fact from fiction. Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.). 	<ul style="list-style-type: none"> Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. 	<ul style="list-style-type: none"> Distinguish valid arguments from false arguments when interpreting current and historical events. Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
Presentational Skills	<ul style="list-style-type: none"> Use evidence to support an idea in a written and/or oral format. 	<ul style="list-style-type: none"> Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. 	<ul style="list-style-type: none"> 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.

GRADE 3 **GEOGRAPHY**
GOVERNMENT & ECONOMICS
NATIVE AMERICANS
MOVING WEST & IMMIGRATION

GEOGRAPHY	GOVERNMENT & ECONOMICS	NATIVE AMERICANS	MOVING WEST & IMMIGRATION
Essential Question: What are the important geographic features of communities throughout the world?	Essential Question: Why are rights and responsibilities of citizens essential to our form of government?	Essential Question: What was the role of climate, environment, animals, natural resources in the location and development of Native American cultures?	Essential Question: How did the movement of people to and within the United States impact lives?
<ul style="list-style-type: none"> Hemisphere, continents and countries can be located on world maps and globes Different kinds of maps are created to provide specific information Continents and countries have geographic features such as oceans, rivers, mountains, etc. Places can be located relative to distance from Equator and Prime Meridian (scale, latitude, and longitude) People adapt to the environment 	<ul style="list-style-type: none"> Different types of local government Purpose of the three branches of state and national government Importance of the Bill of Rights and 1st Amendment Citizens' rights and responsibilities Trade with other nations 	<ul style="list-style-type: none"> Lifestyles of different Native Americans Environment affects Native American cultures Geography and climate influenced Native Americans way of life Customs and traditions of Native Americans 	<ul style="list-style-type: none"> Communities change over time People moved for many different reasons Transportation effected travel in the 1800's Immigrant experiences shaped by time, place, and culture Contributions of immigrants
NJCCCS: 6.1.4.B.1; 6.1.4.B.2; 6.1.4.B.3; 6.1.4.B.4; 6.1.4.B.5; 6.1.4.B.6; 6.1.4.B.7; 6.1.4.B.8; 6.3.4.B.1	NJCCCS: 6.1.4.A.2; 6.1.4.A.3; 6.1.4.A.4; 6.1.4.A.5; 6.1.4.A.7; 6.1.4.A.8; 6.1.4.A.10; 6.1.4.A.11; 6.1.4.A.16; 6.1.4.B.10; 6.1.4.C.1; 6.1.4.C.2; 6.1.4.C.3; 6.1.4.C.6;	NJCCS: 6.1.4.A.1; 6.1.4.B.1; 6.1.4.B.4; 6.1.4.B.7; 6.1.4.D.1; 6.1.4.D.10; 6.1.4.D.11; 6.1.4.D.13; 6.1.4.D.15	NJCCS: 6.1.4.A.13; 6.1.4.A.14; 6.1.4.A.15; 6.1.4.B.9; 6.1.4.C.15; 6.1.4.C.17; 6.1.4.D.2; 6.1.4.D.3; 6.1.4.D.11; 6.1.4.D.12; 6.1.4.D.13;

GRADE 3

GEOGRAPHY

GOVERNMENT & ECONOMICS

NATIVE AMERICANS

MOVING WEST & IMMIGRATION

	6.1.4.C.7; 6.1.4.C.11; 6.1.4.C.8; 6.1.4.C.9; 6.1.4.D.4; 6.1.4.D.5; 6.1.4.D.6; 6.1.4.D.17; 6.3.4.A.1; 6.3.4.A.2; 6.3.4.A.3; 6.3.4.A.4; 6.3.4.C.1		6.1.4.D.14; 6.1.4.D.15; 6.1.4.D.16; 6.1.4.D.18; 6.1.4.D.19; 6.4.1.D.20; 6.3.4.D.1
CCCS: RI.3.1;; RI.3.4; RI.3.5; RI.3.7 W.3.2;W.3.2.a; W.3.2.W.b; SL.3.1:a-d; SL3.3; SL.3.4; SL.3.6	CCCS: : RI.3.3; RI.3.4; RI.3.5; RI.3.7 W.3.2;W.3.2.a; W.3.2.W.b; SL.3.1:a-d; SL3.3; SL.3.4; SL.3.6	CCCS: RI.3.2; RI.3.3; RI.3.4; RI.3.7; RI.3.8; W.3.2; W.3.7; W.3.8; RI.3.9; SL.3.1;SL.3.4	CCCS: RI.3.2; RI.3.3; RI.3.4; RI.3.7; RI.3.8; W.3.2; W.3.7; W.3.8; RI.3.9; SL.3.1;SL.3.4

GRADE 4 GEOGRAPHY
EXPLORING NEW JERSEY PAST & PRESENT
GROWTH & INDUSTRY
A NEW NATION

GEOGRAPHY	EXPLORING NEW JERSEY PAST & PRESENT	GROWTH & INDUSTRY	A NEW NATION
<p>Essential Question: How did the physical environment of New Jersey influence its development?</p> <ul style="list-style-type: none"> • Location of New Jersey in relation to other states (countries/world/bodies of water) • Geological features of New Jersey • Important bodies of water, landforms, mountains, etc., of New Jersey • Role of climate, environment, animals, natural resources in the locations and development of cultures in New Jersey 	<p>Essential Question: How did diverse cultures interact and affect each other in the past and in the present?</p> <ul style="list-style-type: none"> • Reasons for European exploration of the western hemisphere • Three worlds interact: European, African and Native Americans • The role of geography in the establishment of colonies • Colonists come to the Americans for a variety of economic, political, and religious reasons • Colonial life in New Jersey before the Revolutionary War • Social, economic, and political conditions of diverse New Jersey past and present 	<p>Essential Question: How has New Jersey created opportunities for its citizens and others?</p> <ul style="list-style-type: none"> • New Jersey scientists and inventors • Influence of scientific inventions and improvements • Growth of cities and the economy • Roles of consumers, companies, and government in New Jersey's economy 	<p>Essential Question: What does it mean to be free and what is the relationship between governments and individuals?</p> <ul style="list-style-type: none"> • Role of NJ in the development of a new nation • Foundations for a new government/ideals of American democracy (Mayflower Compact, Declaration of Independence, the United States and New Jersey Constitutions) • The Constitution as a framework • The Bill of Rights and individual liberties • Key individuals/groups from New Jersey who helped strengthen democracy in the U.S. • Individuals and groups protected by rights and freedoms

GRADE 4

GEOGRAPHY

EXPLORING NEW JERSEY PAST & PRESENT

GROWTH & INDUSTRY

A NEW NATION

			<ul style="list-style-type: none"> • Basic rights/responsibilities of citizens to participate in U.S., New Jersey, and local government (voting, jury duty, community service) • The branches of New Jersey and local government (checks and balances, parallels to federal system) • The process for electing or appointing government officials
NJCCCS: 6.1.4.B.1; 6.1.4.B.2; 6.1.4.B.3; 6.1.4.B.4; 6.1.4.B.5; 6.1.4.B.6; 6.1.4.B.7; 6.1.4.B.8; 6.1.4.B.10; 6.1.4.C.14; 6.1.4.D.2; 6.1.4.D.3	NJCCCS: 6.1.4.A.14; 6.1.4.A.16; 6.1.4.B.10; 6.1.4.C.3; 6.1.4.C.6; 6.1.4.C.8; 6.1.4.C.9; 6.1.4.D.1; 6.1.4.D.2; 6.1.4.D.3; 6.1.4.D.7; 6.1.4.D.9; 6.1.4.D.10; 6.1.4.D.11; 6.1.4.D.12; 6.1.4.D.15; 6.1.4.D.16; 6.3.4.D.1	NJCCCS: 6.1.4.A.15; 6.1.4.B.9; 6.1.4.B.10; 6.1.4.C.2; 6.1.4.C.3; 6.1.4.C.6; 6.1.4.C.8; 6.1.4.C.10; 6.1.4.C.12; 6.1.4.C.13; 6.1.4.C.15; 6.3.4.C.1	NJCCCS: 6.1.4.A; 6.1.4.A.2; 6.1.4.A.3; 6.1.4.A.4; 6.1.4.A.7; 6.1.4.A.9; 6.1.4.A.11; 6.1.4.A.12; 6.1.4.D.4; 6.1.4.D.5; 6.1.4.D.6; 6.1.4.D.8; 6.1.4.D.12; 6.3.4.A.1; 6.3.4.A.2
CCCS: RI.4.1; RI.4.4; RI.4.5; RI.4.7; W.4.2; W.4.4; W.4.6; W.4.7; SL.4.1a-e; SL.4.4	CCCS: RI.4.1; RI.4.2; RI.4.3; RI.4.4; RI.4.5; RI.4.7; W.4.2; W.4.4; W.4.6; W.4.7; SL.4.1a-e; SL.4.4	CCCS: RI.4.1; RI.4.2; RI.4.3; RI.4.4; RI.4.5; RI.4.7; W.4.2; W.4.4; W.4.6; W.4.7; SL.4.1a-e; SL.4.4	CCCS: RI.4.1; RI.4.2; RI.4.3; RI.4.4; RI.4.5; RI.4.7; W.4.2; W.4.4; W.4.6; W.4.7; SL.4.1a-e; SL.4.4

GRADE 5 **EXPLORATION**
COLONIZATION
REVOLUTIONARY WAR

EXPLORATION	COLONIZATION	REVOLUTIONARY WAR
Essential Question: How did cultural differences and competition for land lead to exploration of the Americas?	Essential Question: How did the importance of freedom impact the colonists?	Essential Question: How did disagreements lead to the American Revolution?
<ul style="list-style-type: none"> History of the Silk Roads European explorers in search of new trade routes Spain and Portugal explore the southern areas of the Americas England and the Netherlands explore the Atlantic coastline and waterways France explores the waterways and lakes in the northern Americas Effects of European colonization on Native Americans Modern points of view about historical events and people 	<ul style="list-style-type: none"> Colonies established for religious, political and economic reasons The role of the English colonies in the Triangular Trade The role of the Spanish colonies in the Triangular Trade Religion affected the colonies Slavery influenced life in the Southern Colonies Dissatisfaction with colonial rule The road to revolution Effects/outcomes of conflict 	<ul style="list-style-type: none"> Key people and events in the struggle for independence Early battles, campaigns and turning points of the Revolution Important events of the Revolutionary War Roles of women, African Americans and Native Americans during the war The affects of life after the American Revolution Other nations and individuals contributions to the war's outcome Impact of new land policies on Native Americans
NJCCCS: 6.1.8.A.1.a; 6.1.8.B.1.a; 6.1.8.B.1.b; 6.1.8.C.1.a; 6.1.8.C.1.b; 6.1.8.C.2.a; 6.1.8.C.2.b; 6.2.8.B.4.a; 6.2.8.B.4.b; 6.2.8.C.4.b; 6.2.8.D.4.a;	NJCCCS: 6.1.8.A.2.a; 6.1.8.A.2.b; 6.1.8.A.3.a; 6.1.8.A.3.b; 6.1.8.A.3.c; 6.1.8.B.2.a; 6.1.8.B.3.a; 6.1.8.C.2.b; 6.1.8.C.2.c; 6.1.8.C.3.a; 6.1.8.C.3.b; 6.1.8.D.1.b; 6.1.8.D.1.c; 6.1.8.D.2.a; 6.1.8.D.2.b; 6.1.8.D.3.d; 6.1.8.D.3.b; 6.2.8.C.4.d	NJCCS: 6.1.8.B.3.c; 6.1.8.B.3.d; 6.1.8.D.3.c; 6.1.8.D.3.d; 6.1.8.D.3.e; 6.1.8.D.3.f; 6.1.8.D.3.g; 6.3.8.A.1
CCCS: RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.7; RI.5.9; SL.5.1; SL.5.4; W.5.2 a-d; W.5.4; W.5.7; W.5.8	CCCS: : RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.7; RI.5.9; SL.5.1; SL.5.4; W.5.2 a-d; W.5.4; W.5.7; W.5.8; RH.6.8.2	CCCS: : RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.7; RI.5.9; SL.5.1; SL.5.4; W.5.2 a-d; W.5.4; W.5.7; W.5.8; RH.6.8.2

GRADE 3
LANGUAGE ARTS/SOCIAL STUDIES CROSSWALK
2013-2014

Community Of Readers 9/9 – 10/18	Myths, Fables, Folktales 10/21 – 11/27 *Revised Unit	Inner Strength Realistic Fiction Nonfiction Articles 12/2 – 1/24	Character Study Through Series Books 1/27 – 3/14 *New Unit	Nonfiction Reading (Articles) 3/17 -5/9	Author Study 5/12 – 6/20
Launching Writing Workshop & Personal Narrative 9/9 – 10/18	Myths, Fables, Folktales 10/21 – 11/27 *Revised Unit	Expository/Opinion Essay 12/2 – 1/24	Realistic Fiction Writing 1/27 – 3/14	Feature Articles (Current Event) 3/17 – 5/9	Biography (Research) 5/12 – 6/20
Social Studies Geography 9/9 – 9/27 *Revised Unit	Social Studies Government & Economics 9/30 – 12/20	Social Studies Native Americans 1/2 – 3/28		Social Studies Moving West & Immigration 3/31 – 6/20	

GRADE 4
LANGUAGE ARTS/SOCIAL STUDIES CROSSWALK
2013-2014

Community of Readers & Relationships 9/9 – 10/11	Challenges 10/18 – 11/27	Nonfiction Reading (Articles) 12/2 – 1/24	Tackling Complex Text (Conflict) 1/27 – 3/14 *Revised Unit	Poetry 3/17 – 5/9	Author Study 5/12 – 6/20
Launching Writing Workshop & Personal Narrative 9/9-10/11	Persuasive Writing 10/18 – 11/27	Feature Article 12/2 – 1/24	Fictional Narrative Writing 1/27 – 3/14	Critical Analysis of Poetry 3/17 – 5/9	Biography (Research) 5/12 – 6/20
Social Studies Geography 9/9 – 9/27	Social Studies Exploring New Jersey Past & Present 9/30 – 12/20		Social Studies Growth & Industry 1/2 – 3/28		Social Studies A New Nation 3/31 – 6/20

GRADE 5
LANGUAGE ARTS/SOCIAL STUDIES CROSSWALK
2013-2014

Community of Readers & Growing Up Challenges 9/9 – 10/11	Self-Discovery 10/18 – 11/27	Author Study 12/2 – 1/24	Nonfiction Reading (Articles) 1/27 – 3/14	Historical Fiction 3/17 – 5/9	Poetry 5/12 – 6/20
Launching Writing Workshop & Personal Narrative 9/9-10/11	Personal Essay Explanatory Writing 10/18 – 11/27	Fictional Narrative Writing 12/2 – 1/24	Opinion-Editorial Writing 1/27 – 3/14	Research Based Expository Writing 3/17 – 5/9	Critical Analysis of Poetry 5/12 – 6/20
Social Studies 9/9 ---	Exploration ---11/27	Social Studies 12/2---	Colonization ---3/14	Social Studies 3/17 ---	Revolutionary War ---6/20

INTEGRATION OF READING AND WRITING IN SOCIAL STUDIES

In addition to the social studies skills from Standards 6.1.-6.3, which are integrated into instruction of civics, history, economics and geography, the K-5 social studies curriculum emphasizes and requires the application of literacy skills and strategies for reading and writing identified in each grade level language arts literacy curriculum.

READING Strategy instruction for reading nonfiction and informational text is a component of the social studies curriculum across all grade levels. Throughout the curriculum, the following instructional structures are identified:

Read-Aloud: The focus is on enjoyment and specific learning goals (for example, to introduce, illustrate, or expand a concept or context for learning in civics, geography, economics or history)

Think-Aloud/Shared Reading: The focus is on strategy or skill instruction, specifically for reading informational or expository text, OR to model thinking about a concept or topic from the curriculum.

Guided Reading: The purpose of guided reading in social studies is twofold: to give students access to social studies content and information using appropriately leveled texts, AND to teach specific reading skills using those texts.

Book Clubs, Text Circles, Literature Circles: This structure entails forming student-led inquiry and discussion groups based on self-selected texts from a set designated by the teacher.

Independent Reading: Students select material that interests them and read for pleasure, giving them the opportunity to answer questions or explore further topics and ideas related to what they are studying in social studies. Students choose from among the titles that they did not have an opportunity to read during guided reading activities or in book clubs.

Research or Inquiry Investigation: Students investigate research questions and learn more about specific topics using a variety of print and nonprint resources. Once they have gathered information—individually, with a partner, or with a group—they report back orally, electronically or in written form.

WRITING Students should be given numerous opportunities in social studies to apply and practice the specific writing strategies and discourses identified in the language arts curriculum, for example, narrative essays, persuasive essays, and expository essays (compare/contrast, cause/effect, problem/solution). In addition, instruction should incorporate inquiry papers, writing in response to questions about the text students are reading, and Document Based Questions or DBQ's.

Social Studies

Grade 3

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Grades 3-5

It should be noted that Standard 6.2 World History/Global Studies is not introduced until Grade 5, as per construct of the NJCCCS for Social Studies.

Standard 6.1 U. S. History: America in the World		Grade 3
Strand A. Civics, Government, and Human Rights		
Essential Questions	Enduring Understandings	
How do the fundamental rights guaranteed by the United States Constitution and the Bill of Rights guide the way rules and laws are created?	Citizens are essential to the functions of a representative democracy.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p><u>Content</u></p> <p>Rules and laws are developed to protect people's rights and the security and welfare of society.</p> <p><u>CPI</u> 6.1.4.A.1</p> <p><u>CCCS</u> RI.3.9 W.3.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Explain how rules and laws created by community, state, and national government protect the rights of people, help resolve conflicts, and promote the common good. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Complete a 2 column chart comparing the differences between rights and responsibilities. <p><u>Resources</u></p> <ul style="list-style-type: none"> <i>Communities</i> – Houghton Mifflin <i>Democracy Studies Weekly</i> 	
<p><u>Content</u></p> <p>The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</p> <p><u>CPI</u> 6.1.4.A.2</p> <p><u>CCCS</u> RI.3.7 SL.3.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Right (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. Discuss importance of each amendment. <p><u>Resources</u></p> <ul style="list-style-type: none"> <i>Communities</i> – Houghton Mifflin "Vote" by Eileen Chriswtelow Charters of Freedom Exhibit www.archives.gov/exhibits/charters http://www.archieves.gov/exhibitis/charters/constitutions_qand_a.html 	

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<p><u>Content</u> American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</p> <p><u>CPI</u> 6.1.4.A.3</p> <p><u>CCCS</u> RI.3.8 W.3.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Determine how “fairness,” equality,” and the “common good” have influenced change at the local and national levels of United States government. • <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Complete a graphic organizer that show ways citizens help communities <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i>
<p><u>Content</u> 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</p> <p><u>CPI</u> 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6</p> <p><u>CCCS</u> RI.3.2 W.3.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Describe the roles of the three branches of national government. • Describe ways that the state government works with national government. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Complete graphic organizer categorizing the duties of each branch of the national government. • List details that show the work done by each branch of state government. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • U.S. Constitution http://www.archives.gov/exhibits/charters/constitution.html • Constitution Workshop: http://archives.gov/education/lessons/constitution-workshops/index.html • Observing Constitution Day: http://www.archives.gov/education/lessons/constitution-day • Government ARC Gallery: http://archives.gov/research/arc/topics/gallery-government.html

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<p><u>Content</u> In a representative democracy, individuals elect representatives to act on the behalf of the people</p> <p><u>CPI</u> 6.1.4.A.7 6.1.4.A.8</p> <p><u>CCCS</u> RI.3.9 W.3.7 SL.3.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain how the United States functions as a representative democracy. • Discuss how government functions at the community, county, state, and national levels. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Compare and contrast government functions at each level of government. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i>
<p><u>Content</u> The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p> <p><u>CPI</u> 6.1.4.A.9 6.1.4.A.10</p> <p><u>CCCS</u> RI.3.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Describe how the actions of Dr. Martin Luther King, Jr. and how he served as catalyst for social change. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Read “Martin Luther King Jr. Quotations” and discuss how they are related to civic responsibility of obeying laws. <p><u>Resources</u></p> <ul style="list-style-type: none"> • Martin Luther King Jr. Quotations • Documented Rights exhibit: http://www.archives.gov/exhibits/documented-rights/ • Martin Luther King Jr. document: http://www.archives.gov/northeast/nyc/exhibits/mlk.html • ARC Gallery: African Americans: http://www.archives.gov/research/arc/topics/african-americans/

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<p><u>Content</u> The United States Democratic System requires active participation of its citizens</p> <p><u>CPI</u> 6.1.4.A.11 6.1.4.A.12</p> <p><u>CCCS</u> RI.3.8 W.3.8 SL.3.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • 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. • Explain the process of creating change at the local, state, or national level. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Create a list of a person's rights and responsibilities and explain the reasons for each. Discuss how they are alike and different. • Discuss the importance of a person's right to vote. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i>
<p><u>Content</u> Immigrants can become and obtain the rights of American citizens.</p> <p><u>CPI</u> 6.1.4.A.13</p> <p><u>CCCS</u> RI.3.8 W.3.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Describe the process by which immigrants become United States citizens. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Complete a Venn diagram of Angel Island and Ellis Island. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • <i>Immigrants Coming to America (National Geographic)</i> • <i>Our New Life (National Geographic)</i> • <i>Immigrants Today (National Geographic)</i> • <i>Go West (National Geographic)</i> • <i>If You Lived When There Was Slavery in America</i> • <i>Black Frontiers</i> • <i>African Americans in the Old West</i> • <i>From Slave Ship to Freedom Road</i> • <i>Molly's Pilgrim</i> • <i>Name Was Changed at Ellis Island</i>

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<p><u>Content</u> The world is comprised of nations that are similar to and different from the United States.</p> <p><u>CPI</u> 6.1.4.A.14</p> <p><u>CCCS</u> RI.3.1 W.3.7 W.3.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explore reasons why different groups of people from different nations came to the United States. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Summarize how the diversity of the people who came to the United States affected our country. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • Library of Congress: Immigration: Challenges for New American • <i>Democracy Studies Weekly</i> • <i>Immigrants Coming to America (National Geographic)</i> • <i>Our New Life (National Geographic)</i> • <i>Immigrants Today (National Geographic)</i> • <i>Go West (National Geographic)</i> • <i>If You Lived When There Was Slavery in America</i> • <i>Black Frontiers</i> • <i>African Americans in the Old West</i> • <i>From Slave Ship to Freedom Road</i> • <i>Molly's Pilgrim</i> • <i>Name Was Changed at Ellis Island</i>
<p><u>Content</u> In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</p> <p><u>CPI</u> 6.1.4.A.15</p> <p><u>CCCS</u> RI.3.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain how and why it is important that people from diverse cultures collaborate. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • <i>Immigrants Coming to America (National Geographic)</i> • <i>Our New Life (National Geographic)</i> • <i>Immigrants Today (National Geographic)</i> • <i>Go West (National Geographic)</i> • <i>If You Lived When There Was Slavery in America</i> • <i>Black Frontiers</i> • <i>African Americans in the Old West</i>

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<p><u>Content</u> In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</p> <p><u>CPI</u> 6.1.4.A.16</p> <p><u>CCCS</u> RI.3.3</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none">• Explore how national and international leaders, businesses, and global organization promotes human rights and aid to those in need. <p><u>Resources</u></p> <ul style="list-style-type: none">• <i>Communities</i> – Houghton Mifflin• <i>Democracy Studies Weekly</i>• <i>Immigrants Coming to America (National Geographic)</i>• <i>Our New Life (National Geographic)</i>• <i>Immigrants Today (National Geographic)</i>• <i>Go West (National Geographic)</i>• <i>If You Lived When There Was Slavery in America</i>• <i>Black Frontiers</i>• <i>African Americans in the Old West</i>• <i>From Slave Ship to Freedom Road</i>• <i>Molly's Pilgrim</i>• <i>Name Was Changed at Ellis Island</i>
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Standard 6.1 U.S. History: America in the World		Grade 3
Strand B. Geography, People, and the Environment		
Essential Questions	Enduring Understandings	
How do thinking about the past, and reflecting on the present with regard to the interactions of people, cultures and the environment shape our understanding of the American heritage?	The interaction of people with the land and the environment influence their development culturally, scientifically, politically, and economically.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p><u>Content</u> Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p> <p><u>CPI</u> 6.1.4.B.1 6.1.4.B.2 6.1.4.B.3</p> <p><u>CCCS</u> RI.3.7 RI.3.8 W.3.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Describe physical characteristics of landforms and bodies of water. • Brainstorm types of maps and their uses. • Explain the importance of using maps and globes to measure distances and determine time zones and locations using latitudes and longitude. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Complete a chart that supports the main idea, "Landforms affect where communities are built." • Create a two-column chart listing maps that help us find our way and those that provide information about an area. • Use latitude and longitude to determine absolute locations of places. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • NASA Earth Conservatory-Global climate maps that show change over time: http://earthobservatory.nasa.gov/GlobalMaps/ • National Atlas-Satellite views of maps showing patterns and changes in the U.S. over time: http://nationalatlas.gov/ • Nystrom Map Champ Atlas and Desk Maps 	

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<p><u>Content</u> Places are jointly characterized by their physical and human properties</p> <p><u>CPI</u> 6.1.4.B.4</p> <p><u>CCCS</u> RI.3.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Discuss the relationship between resources and communities. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • Nystrom Map Champ Atlas and Desk Maps
<p><u>Content</u> The physical environment can both accommodate and be endangered by human activities.</p> <p><u>CPI</u> 6.1.4.B.5</p> <p><u>CCCS</u> RI.3.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Describe how human interaction impacts the environment. <p><u>Resources</u></p> <ul style="list-style-type: none"> • ARC Gallery: Science http://archives.gov/research/arc/topics/gallery-science.html • ARC Gallery: Environmental Studies http://www.archives.gov/research/arc/topics/environment/
<p><u>Content</u> Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> <p><u>CPI</u> 6.1.4.B.6</p> <p>RI.3.7 RI.3.8 W.3.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • Nystom Map Champ Atlas and Desk Maps

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<p><u>Content</u> Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</p> <p><u>CPI</u> 6.1.4.B.7 6.1.4.B.8</p> <p><u>CCCS</u> RI.3.7 W.3.8 SL.3.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain why some locations in the United States are more suited for settlement than others. • Discuss how people choose to use natural resources. <p><u>Sample Assessments</u></p> <ul style="list-style-type: none"> • Create a list of different landforms and write why it is a good place for a community. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • Nystrom Map Champ Atlas and Desk Maps
<p><u>Content</u> Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</p> <p><u>CPI</u> 6.1.4.B.9</p> <p><u>CCCS</u> RI.3.9</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Relate advances in science and technology to environmental concerns, and to actions taken to address them. <p><u>Resources</u></p> <ul style="list-style-type: none"> • ARC Gallery: Science http://archives.gov/research/arc/topics/gallery-science.html • ARC Gallery: Environmental Studies http://www.archives.gov/research/arc/topics/environment/
<p><u>Content</u> Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p> <p><u>CPI</u> 6.1.4.B.10</p> <p><u>CCCS</u> RI.3.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Identify cities in the United States and world regions, and explain how maps, globes, and demographic tools can be used to understand cultural differences. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • Nystrom Map Champ Atlas and Desk Maps

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Standard 6.1 U. S. History: America in the World		Grade 3
Strand C Economics, Innovation, and Technology		
Essential Questions	Enduring Understandings	
How do resources, needs, and wants impact on citizenship, economics, creativity and innovation?	Fundamental rights and core democratic values enable and inform productive citizenship in local, national, and global communities	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p>Content People make decisions based on their needs, wants, and the availability of resources.</p> <p>CPI 6.1.4.C.1 6.1.4.C.2</p> <p>CCCS RI.3.2 W.3.7 W.3.8</p>	<p>Instructional Guidance <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Evaluate the opportunity costs of choosing one product over another. Explain the relationship between scarcity and choice. <p>Sample Assessments <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Identify each economic problem and scarcity issue of each. Explain two possible choices that could be made to resolve the problem. <p>Resources</p> <ul style="list-style-type: none"> <i>Communities</i> – Houghton Mifflin “Examples of Economics Problems” and “Scarcity Chart” 	
<p>Content Economics is a driving force for the occurrence of various events and phenomena in society</p> <p>CPI 6.1.4.C.3 6.1.4.C.4 6.1.4.C.5</p> <p>CCCS RI.3.2 RI.3.8</p>	<p>Instructional Guidance <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Identify different kinds of producers. Describe how supply and demand influences prices and production of products. Explain the relationship between supply and demand. <p>Sample Assessments <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Explain what people and businesses are forced to do as a result of scarcity of products. Explain the connection between producers and consumers. <p>Resources</p> <ul style="list-style-type: none"> <i>Communities</i> – Houghton Mifflin “Supply and Demand” 	

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<p><u>Content</u> Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes.</p> <p><u>CPI</u> 6.1.4.C.6 6.1.4.C.7 6.1.4.C.8</p> <p><u>CCCS</u> RI.3.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Distinguish between natural resources, human resources, and capital resources in the production of a good. • Identify some benefits of international trade to consumers and producers. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Explain why countries import and export goods. • Explain what would happen if trade with other countries stopped. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i>
<p><u>Content</u> Availability of resources affects economic outcomes.</p> <p><u>CPI</u> 6.1.4.C.9</p> <p><u>CCCS</u> RI.3.7 SL.3.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Discuss reasons why access to and use of resources affects people across the world differently. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i>
<p><u>Content</u> Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</p> <p><u>CPI</u> 6.1.4.C.10 6.1.4.C.11</p> <p><u>CCCS</u> RI.3.1 W.3.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain how people use money for saving and buying. • How do banks help people? <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Create a Venn diagram on earning and spending/saving. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i>

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<p><u>Content</u> Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p> <p><u>CPI</u> 6.1.4.C.12 6.1.4.C.13</p> <p><u>CCCS</u> RI.3.7 W.3.7 SL.3.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Discuss some new ideas that have changed people's lives. • Discuss ways the creation of new products and services affect people. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Research a new product or service and how it has affected people's lives. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • Declaration of Intention for Albert Einstein, 10/01/1940 http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=596270
<p><u>Content</u> Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p> <p><u>CPI</u> 6.1.4.C.14 6.1.4.C.15</p> <p><u>CCCS</u> RI.3.3</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Compare different regions of the country to determine the role that geography, natural resources, climate, transportation, technology, and/or labor force have played in economic opportunities. • Describe how the development of different transportation systems impacted the economics of the United States. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • Nystrom Map Champ Atlas and Desk Maps • Photography of a Family with Their Covered Wagon During the Great Western Migration, 1866 http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=518267 • Landing and wagon train, James River, VA, ca 1860-ca 1865 http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=525063

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<p><u>Content</u> Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p> <p><u>CPI</u> 6.1.4.C.16 6.1.4.C.17 6.1.4.C.18</p> <p><u>CCCS</u> RI.3.3 W.3.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none">• Explain how creativity and innovation resulted in scientific achievement and inventions during different historical periods.• Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none">• Choose a form of transportation and learn more about its history, including information on the people who invented it and reasons why it improved transportation already in use at that time. <p><u>Resources</u></p> <ul style="list-style-type: none">• <i>Communities</i> – Houghton Mifflin• <i>Democracy Studies Weekly</i>• Patented Case Files, compiled 1836-1956 http://arcweb.archies.gov/arc/action/ExternalIdSearch?id=302050
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Standard 6.1 U. S. History: America in the World		Grade 3
Strand D. History, Culture, and Perspective		
Essential Questions	Enduring Understandings	
How have the variety of cultures, beliefs, and ideals held by natives and immigrants to the United States and New Jersey impacted the development of local, national and global communities?	Past and present interactions of people, cultures and the environment have shaped the American heritage.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p><u>Content</u> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation</p> <p><u>CPI</u> 6.1.4.D.1 6.1.4.D.2 6.1.4.D.3</p> <p><u>CCCS</u> RI.3.5 W.3.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Describe the interaction of explorers with Native Americans. • Identify some of the resources explorers found in the Americas. • Describe some challenges immigrants encountered. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • List the different ways immigrants adapted to life in the United States. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • <i>American Indian Games</i> • <i>American Indian Festivals</i> • <i>American Indian Foods</i> • <i>If You Lived with the Sioux</i> • <i>If you Lived with the Iroquois</i> • <i>If You Lived with the Cherokee</i> • <i>The Navajo</i> • ARC Gallery Immigration http://www.archives.gov/research/arc/topics/immigration/ • ARC Gallery African Americans http://www.arcdhives.gov/research/arc/topics/african-americans/highlightd.html 	

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<p><u>Content</u> Key historical events, documents, and individuals led to the development of our nation.</p> <p><u>CPI</u> 6.1.4.D.4 6.1.4.D.5 6.1.4.D.6 6.1.4.D.7 6.1.4.D.8 6.1.4.D.9</p> <p><u>CCCS</u> RI.3.1 RI.3.7 RI.3.8 W.3.7 W.3.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Identify the United States Constitution and explain how it helps protect our rights. • Explain the importance of the Bill of Rights • Describe civic leadership qualities. • Describe the experiences of African Americans during the 1700s and 1800s. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Create a list of rights that citizens in the United States have and reasons they are of importance. • Research an African American that lived during the 1700s or 1800s. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • <i>African Americans in the Old West</i> • Our Documents www.ourdocuments.gov • DocsTeach www.DocsTeach.org • Digital Vaults www.digitalvaluts.org • Online Exhibits www.archive.gov/exhibits • Charters of Freedom Exhibit www.archives.gov/exhibits/charters • America's Founding Fathers http://www.archives.gov/exhibits/charters/constitution_founding_fathers.html
<p><u>Content</u> Personal, family, and community history is a source of information for individuals about the people and places around them.</p> <p><u>CPI</u> 6.1.4.D.10 6.1.4.D.11</p> <p><u>CCCS</u> RI.3.1 RI.3.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain important lesson learned from people who lived long ago. • Describe the influence of Native American groups in the United States. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>If You Lived with the Sioux, Iroquois, Cherokee</i> • ARC Gallery: Native Americans http://www.archives.gov/research/arc/topics/native-americans/index.html

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<p><u>Content</u> The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</p> <p><u>CPI</u> 6.1.4.D.12</p> <p><u>CCCS</u> RI.3.7 W.3.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Identify aspects of culture and heritage presented in literature, art, music, sport, or the media. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Complete a research project based on a historical figure of interest. <p><u>Resources</u></p> <ul style="list-style-type: none"> <i>Communities</i> – Houghton Mifflin <i>Democracy Studies Weekly</i>
<p><u>Content</u> Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p> <p><u>CPI</u> 6.1.4.D.13</p> <p><u>CCCS</u> RI.3.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Evaluate the importance of traditions, values and beliefs which form a common American heritage in an increasingly diverse American society. <p><u>Resources</u></p> <ul style="list-style-type: none"> <i>Communities</i> – Houghton Mifflin <i>Democracy Studies Weekly</i>
<p><u>Content</u> American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</p> <p><u>CPI</u> 6.1.4.D.14</p> <p><u>CCCS</u> RI.3.8 W.3.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Create a sequence chart of how the American identity evolved over time. <p><u>Resources</u></p> <ul style="list-style-type: none"> <i>Communities</i> – Houghton Mifflin <i>Democracy Studies Weekly</i>

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<p><u>Content</u> Cultures struggle to maintain traditions in a challenging society.</p> <p><u>CPI</u> 6.1.4.D.15</p> <p><u>CCCS</u> RI.3.1 SL.3.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Discuss how different cultural groups have dealt with conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i>
<p><u>Content</u> Prejudice and discrimination can be obstacles to understanding other cultures.</p> <p><u>CPI</u> 6.1.4.D.16</p> <p><u>CCCS</u> RI.3.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • Francis Hopkinson's First Design for the Great Seal Reverse; 1780 http://arcweb.archives.gov/ar/action/ExternalIdSearch?id=595255
<p><u>Content</u> Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p> <p><u>CPI</u> 6.1.4.D.17</p> <p><u>CCCS</u> RI.3.1 RI.3.7 W.3.7 SL.3.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Discuss the value of the American national heritage including: history and values celebrated in American songs, symbols, slogans, and major holidays, historical preservation of primary documents, buildings, places of memory, and significant artifacts. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Name at least two symbols for the United States and explain what they represent. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • Designs for Democracy Exhibit http://archives.gov/exhibits/designs_for_democracy/

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<p><u>Content</u> 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</p> <p><u>CPI</u> 6.1.4.D.18</p> <p><u>CCCS</u> RI.3.10</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Read stories based on different cultures and countries. Discuss similarities and difference. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i>
<p><u>Content</u> 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.</p> <p><u>CPI</u> 6.1.4.D.19 6.1.4.D.20</p> <p><u>CCCS</u> RI.3.1 RI.3.2 W.3.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. • Describe why it is important to understand the perspectives of other cultures in an interconnected world. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Complete a research project based on a culture of interest. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i>

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Standard 6.3 Active Citizenship in the 21st 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.		Grade 3
Strand A. Civics, Government, and Human Rights		
Essential Questions	Enduring Understandings	
How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	Active citizens exercise their rights and responsibilities by participating in democratic processes.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<u>Content</u> Understanding the need for fairness and taking appropriate action against unfairness Developing strategies to reach consensus and resolve conflict <u>CPI</u> 6.3.4.A.1 Evaluate what makes a good rule or law. <u>CCCS</u> RI.3.7 W.3.4	<u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i> <ul style="list-style-type: none"> Analyze the ways in which people can cooperate with each other and with their community. Explain and demonstrate basic concepts of diversity, tolerance, fairness and respect. Describe situations in which people from diverse backgrounds work together to solve problems. Complete a graphic organizer that shows ways citizens help communities. <u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i> <ul style="list-style-type: none"> Work in groups to discuss "The Bill of Rights." Rank the amendments in order of importance to each group. Consider which amendment is most important and why. Create a poster to show what you know and understand about a Constitutional amendment selected. <u>Resources</u> <ul style="list-style-type: none"> <i>Communities</i> – Houghton Mifflin <i>Democracy Studies Weekly</i> What Makes A Good Rule? A lesson plan created by NJCLRE. Justice Teaching contains a Rules, Rules, Rules Lesson Plan. 	

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<p><u>Content</u> Becoming aware of individuals' relationships to people, places, and resources in the local community and beyond.</p> <p><u>CPI</u> 6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.</p> <p><u>CCCS</u> RI.3.7 W.3.4 W.3.5</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Recognize that government exists at the community, county, state and federal levels. • Identify the services provided by local government. • Compare and contrast government services provided by the state vs. those provided by the local government <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Gather information on a local issue from community members and create a news story using the information. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • <u>Voicethread</u> is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate pages and leave comments. • <u>Audacity</u> is free software that can be used for creating a podcast (export as a .WAV file).
<p><u>Content</u></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><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Identify current issues that may have a local, national or global impact and discuss ways to address them. • Create a list of reliable news resources for information. • Discuss the importance of nations working together to solve problems. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Write a letter about suggested changes students would like made in the community.

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<p><u>CPI</u> 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.</p> <p><u>CCCS</u> RI.3.8 W.3.4 W.3.5</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • <u>Active Citizens 101</u> was created by Constitutional Rights Foundation (Social Capital and Democracy Unit). • <u>K-12 Service-Learning Project Planning Toolkit (Updated Edition)</u> contains information about the 5 core components of a service learning project: investigation, planning and preparation, the service activity, reflection, and demonstration/celebration. • <u>Service Learning Provider</u> shows examples of elementary school service learning projects. • <u>Do Something</u> features videos about different causes (teacher should select appropriate videos for elementary students).
<p><u>Content</u> 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><u>CPI</u> 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.</p> <p><u>CCCS</u> RI.3.3 W.3.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Discuss issues of concern that relate to current event topics, health concerns or the environment. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • List steps necessary to resolve conflicts. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • <u>Global Education Collaborative Ning</u> is an online community for teachers and students interested in global education. • <u>EekoWorld</u> 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. • <u>Epals</u> has developed collaborative projects about a variety of topics including global warming and the world's water supply. • <u>Thinkquest</u> is an online community for students and teachers (free websites and password protected).

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Standard 6.3 Active Citizenship in the 21st 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.		Grade 3
Strand B. Geography, People, and the Environment		
Essential Questions	Enduring Understandings	
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.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<u>Content</u> 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 <u>CPI</u> 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. <u>CCCS</u> RI.3.7 W.3.8	<u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i> <ul style="list-style-type: none"> • Celebrate Earth Day (April 22) by investigating 10 ways to go green for the day. • Contact the <u>New Jersey Department of Environmental Protection</u> to find out about what can be done about environmental issues in the state. <u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i> <ul style="list-style-type: none"> • Plan an event that will enable the school community to participate in the celebration of Earth Day, April 22. Visit <u>Earthday Network</u> for more information. <u>Resources</u> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> • <u>Earth Day In A Box</u> provides organization tips and resources by Earth Day Network. • <u>Alliance for New Jersey Environmental Education</u> is designed to promote and improve Environmental Education for people of all ages in New Jersey. 	

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Standard 6.3 Active Citizenship in the 21st 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.		Grade 3
Strand C. Economics, Innovation, and Technology		
Essential Questions	Enduring Understandings	
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.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<u>Content</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>CPI</u> <u>6.3.4.C.1</u> Develop and implement a group initiative that addresses an economic issue impacting children. <u>CCCS</u> <u>RI.3.10</u>	<u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i> <ul style="list-style-type: none"> Participate in the <u>United Way Day of Action</u>. On June 21, the longest day of the year, United Ways across the country are participating in a nationwide Day of Action. <u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i> <ul style="list-style-type: none"> Develop a project that addresses one of the <u>United Nations Millennium Goals</u>. <u>Resources</u> <ul style="list-style-type: none"> <i>Communities</i> – Houghton Mifflin <i>Democracy Studies Weekly</i> <u>FreeRice</u> 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. <u>Charity Guide</u> 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. <u>Live United</u> provides kid-friendly volunteer ideas. 	

South Orange & Maplewood School District
Social Studies Curriculum
Grades 3-5

Standard 6.3 Active Citizenship in the 21st 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.		Grade 3
Strand D. History, Culture, and Perspectives		
Essential Questions	Enduring Understandings	
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.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<u>Content Statement</u> 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 <u>CPI</u> 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. <u>CCCS</u> RI.3.8 SL.3.1	<u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i> <ul style="list-style-type: none"> • Describe the various customs, cultures, and tradition throughout the world. • Discuss how the United States interacts with various countries via culture, contacts and military force. • Understand diversity and how it is affected by race, religion, and class. • Explain why it is so important to understand diverse people, their ideas and their culture. <u>Resources</u> <ul style="list-style-type: none"> • <i>Communities</i> – Houghton Mifflin • <i>Democracy Studies Weekly</i> 	

Unit Overview
Grade 3: Geography
Enduring Understanding
<ul style="list-style-type: none"> • Specific tools are used to analyze the patterns and organization of people, places, and environment on Earth. • Places are characterized by their inhabitants and physical properties. • Patterns of settlement across Earth's surface differ from region to region, place to place, and time to time.
Essential Questions
<ul style="list-style-type: none"> • How do geography and the environment influence our society? • How is the environment affected by humans and nature? • How do landforms, climate, and weather affect where and how people live?
Content
<ul style="list-style-type: none"> • Different views of the world are presented on maps and globes. • The United States has a variety of landforms and various bodies of water. • Differences between renewable, nonrenewable, and flow resources.
Skills
<ul style="list-style-type: none"> • Use physical and political maps to explain how the location and spatial relationships of places in the United States and other areas worldwide, contribute to our cultural and economic differences. • Analyze and interpret information found on maps, including compass rose, map scale, the key and its symbols. • Describe how landforms, climate, weather and natural resources impact how people live and work in different places. • Explain why some locations are more suited for settlement than others, and how people use and divide available natural resources.

Assessment
<ul style="list-style-type: none"> • Create a visual representation of a map/landform including essential features of a map. • Write a paragraph journal response to explain why an area is good for settlement, based on its natural resources. • Create a brochure or PowerPoint slideshow that highlights natural resources in a given region and their importance to human settlement.
NJCCCS CPI
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.4.B.5: Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>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.</p> <p>6.1.4.B.7: Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8: Compare ways people choose to use and divide natural resources.</p> <p>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.</p>

Common Core Literacy

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

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 (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

RI.3.7: Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) on

grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

Instructional Resources

- *Communities* – Houghton Mifflin
- *Democracy Studies Weekly*
- Nystrom Map Champ Atlas and Desk Maps
- NASA Earth Conservatory-Global climate maps that show change over time:
<http://earthobservatory.nasa.gov/GlobalMaps/>
- National Atlas-Satellite views of maps showing patterns and changes in the U.S. over time: <http://nationalatlas.gov/>
- Eduplace – Shows production of goods in various U.S. regions
http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u5/index.html
- factmonster.com/countries.html
- kids.nationalgeographic.com/kids/places/
- timeforkids.com/TFK/kids/hh/goplaces
- ARC Gallery: Science <http://archives.gov/research/arc/topics/gallery-science.html>
- ARC Gallery: Environmental Studies
<http://www.archives.gov/research/arc/topics/environment/>

Field Trip Suggestions

- Essex County Environmental Center
<http://www.essex-countynj.org/p/index.php?section=env/o&imgLoc=images/env>
- South Mountain Reservation
<http://www.somocon.org/>

Grade 3: GEOGRAPHY

Essential Questions	Enduring Understandings	Content	Skills	Assessment	NJCCCS CPI	Common Core Literacy
<ul style="list-style-type: none"> How do geography and the environment influence our society? How is the environment affected by humans and nature? How do landforms, climate, and weather affect where and how people live 	<ul style="list-style-type: none"> Specific tools are used to analyze the patterns and organization of people, places, and environment on Earth. Places are characterized by their inhabitants and physical properties. Patterns of settlement across Earth's surface differ from region to region, place to place, and time to time. 	<ul style="list-style-type: none"> Different views of the world are presented on maps and globes. The United States has a variety of landforms and various bodies of water. Differences between renewable, nonrenewable, and flow resources. 	<ul style="list-style-type: none"> Use physical and political maps to explain how the location and spatial relationships of places in the United States and other areas worldwide, contribute to our cultural and economic differences. Analyze and interpret information found on maps, including compass rose, map scale, the key and its symbols. Describe how landforms, climate, weather and natural resources impact how people live and work in different places. Explain why 	<ul style="list-style-type: none"> Create a visual representation of a map/landform including essential features of a map. Write a paragraph journal response to explain why an area is good for settlement based on its natural resources. Create a brochure or PowerPoint slideshow that highlights natural resources in a given region and their importance to human settlement. 	<p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.4.B.4 Describe how landforms, climate and</p>	<p>RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topics or subject area</i>.</p> <p>RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.</p> <p>RI.3.7: Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>W.3.2: Write</p>

Grade 3: GEOGRAPHY

			<p>some locations are more suited for settlement than others, and how people use and divide available natural resources.</p>		<p>weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>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.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8 Compare ways people choose to use and divide natural resources.</p> <p>6.3.4.B.1 Plan and participate in</p>	<p>informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known</p>
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Grade 3: GEOGRAPHY

					<p>an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</p>	<p>about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive</p>
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Grade 3: GEOGRAPHY

						<p>details, speaking clearly at an understandable pace.</p> <p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>
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Unit Overview
Grade 3: Government & Economics
Enduring Understanding
<ul style="list-style-type: none"> • The United States Constitution and Bill of Rights guarantee certain fundamental rights to citizens. • Individual experiences, historical narratives, and events promote an understanding of individual and community responses to the violation of fundamental rights. • American constitutional government is based on principles of limited government, shared authority, fairness and equality. • In a representative democracy, individuals elect representatives to act on the behalf of the people. • There is local, state, and national governments, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
Essential Questions
<ul style="list-style-type: none"> • How do people, ideas, and government interact to balance the needs of individuals and the good of the community? • How do scarcity and choice influence economic and social decisions? • How do diverse communities and workplaces rely on cross-cultural collaborative relationships? • How is the 21st century economy driven by service, information, knowledge, and information?
Content
<ul style="list-style-type: none"> • Rules and laws are created by the local government to protect the rights of people and to help solve problems. • Understand how government functions at the local level. • The United States Constitution and Bill of Rights guarantee certain rights for citizens. • Importance of civic responsibility at all levels of government. • The United States democratic system requires active participation of its citizens. • Decisions are based on people's needs, wants, and the resources available to them. • Impact of incentives, how supply influences price and output of products, and explain how specialization influences the exchange of goods and services.

- How the production, distribution, and consumption of goods and services are affected by events in the world and how governments influence the availability of goods and services.

Skills

- Explain how the local, state, and national government is organized and distinguish the roles and responsibilities of each.
- Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy.
- Examine how individual experiences, historical narratives, and events promote an understanding of individual and community responses to the violation of fundamental rights.
- Explain how the American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- Analyze the impact of incentives, how supply influences price and output of products, and explain how specialization influences the exchange of goods and services.
- Determine how the production, distribution, and consumption of goods and services are affected by events in the world and how governments influence the availability of goods and services.

Assessment

- Write a composition explaining how freedom of expression impacts their everyday lives.
- Use graphic organizers to categorize the roles of local, state, and national government.
- Create a mobile depicting the three branches of government. Research and include the leaders of our national, state, and local governments.
- Select one amendment in the Bill of Rights and write in detail what that amendment means and why this amendment is important to all Americans.
- Write about a time when students were treated unfairly and how it was resolved. Then compare/contrast those experiences of civil rights activists.
- Identify a problem or issue that affects the United States and other global communities (i.e. pollution, hunger, global warming) and write an essay about possible solutions to the problem.

NJCCCS CPI

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.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.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.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

6.1.4.C.1: Apply opportunity cost to evaluate individuals’ decision, 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.3: Explain why incentives vary between and among producers and consumers.

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

6.1.4.C.7: Explain how the availability of private and public goods and services is influenced by the global market and government.

6.1.4.C.8: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

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

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

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.

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

Common Core Literacy

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

(e.g., comparison, cause/effect, first/second/third in a sequence.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with fact, definitions, concrete details, quotations, or other information and examples related to the topic.
- d. Provide a concluding statement or section.

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.7: Conduct short research projects that build knowledge about at topic.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

Instructional Resources

- *Communities* – Houghton Mifflin
- *Democracy Studies Weekly*
- Nystrom Map Champ Atlas and Desk Maps
- *Vote* by Eileen Christelow
- <http://www.kids.gov/>
- <http://bensguide.gpo.gov/subject.html>
- <http://www.congressforkids.net/>
- <http://www.vspbooks.com>

Grade 3: GOVERNMENT & ECONOMICS

Essential Questions	Enduring Understandings	Content	Skills	Assessment	NJCCCS CPI	Common Core Literacy
<ul style="list-style-type: none"> How do people, ideas, and government interact to balance the needs of individuals and the good of the community? How do scarcity and choice influence economic and social decisions? How do diverse communities and workplaces rely on cross-cultural collaborative relationships? How is the 21st century economy driven by service, information, knowledge, and information? 	<ul style="list-style-type: none"> The United States Constitution and Bill of Rights guarantee certain fundamental rights to citizens. Individual experiences, historical narratives, and events promote an understanding of individual and community responses to the violation of fundamental rights. American constitutional government is based on principles of limited government, shared authority, fairness and 	<ul style="list-style-type: none"> Rules and laws are created by the local government to protect the rights of people and to help solve problems. Understand how government functions at the local level. The United States Constitution and Bill of Rights guarantee certain rights for citizens. Importance of civic responsibility at all levels of government. The United States democratic system requires active participation of its citizens. Decisions are based on 	<ul style="list-style-type: none"> Explain how the local, state, and national government is organized and distinguish the roles and responsibilities of each. Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy. Examine how individual experiences, historical narratives, and events promote an understanding of individual and community responses to the 	<ul style="list-style-type: none"> Write a composition explaining how freedom of expression impacts their everyday lives. Use graphic organizers to categorize the roles of local, state, and national government. Create a mobile depicting the three branches of government. Research and include the leaders of our national, state, and local governments. Select one amendment in the Bill of Rights and write in detail what that amendment means and why this amendment is 	<p>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.</p> <p>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.</p> <p>6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power</p>	<p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p> <p>RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include</p>

Grade 3: GOVERNMENT & ECONOMICS

	<p>equality.</p> <ul style="list-style-type: none"> • In a representative democracy, individuals elect representatives to act on the behalf of the people. • There is local, state, and national governments, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. 	<p>people's needs, wants, and the resources available to them.</p> <ul style="list-style-type: none"> • Impact of incentives, how supply influences price and output of products, and explain how specialization influences the exchange of goods and services. • How the production, distribution, and consumption of goods and services are affected by events in the world and how governments influence the availability of goods and services. 	<p>violation of fundamental rights.</p> <ul style="list-style-type: none"> • Explain how the American constitutional government is based on principles of limited government, shared authority, fairness, and equality. • Analyze the impact of incentives, how supply influences price and output of products, and explain how specialization influences the exchange of goods and services. • Determine how the production, distribution, and consumption of goods and services are affected by events in the world and how 	<p>important to all Americans.</p> <ul style="list-style-type: none"> • Write about a time when students were treated unfairly and how it was resolved. Then compare/contrast those experiences of civil rights activists. • Identify a problem or issue that affects the United States and other global communities (i.e. pollution, hunger, global warming) and write an essay about possible solutions to the problem. 	<p>of government.</p> <p>6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with fact, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>d. Provide a concluding statement or section.</p> <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.7: Conduct short research projects that build knowledge about at topic.</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4: Report on a topic</p>
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Grade 3: GOVERNMENT & ECONOMICS

			<p>governments influence the availability of goods and services.</p>		<p>change and inspired social activism in subsequent generations.</p> <p>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.</p> <p>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</p> <p>6.1.4.C.1 Apply opportunity cost to evaluate individuals' decision, including ones made in their communities.</p> <p>6.1.4.C.2 Distinguish between needs and wants and</p>	<p>or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>
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Grade 3: GOVERNMENT & ECONOMICS

					<p>explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4.C.3 Explain why incentives vary between and among producers and consumers.</p> <p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p>6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.4.C.9</p>	
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Grade 3: GOVERNMENT & ECONOMICS

					<p>Compare and contrast how access to and use of resources affects people across the world differently.</p> <p>6.1.4. D.4: Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>6.1.4.D.5 Relate key historical documents to present day government and citizenship.</p> <p>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.</p> <p>6.1.4. D.17: Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.3.4. A.1: Evaluate what makes a good rule or law.</p> <p>6.3.4. A.2: Contact local officials and</p>	
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Grade 3: GOVERNMENT & ECONOMICS

					<p>community members to acquire information and/or discuss local issues.</p> <p>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.</p> <p>6.3.4. A.4: Communicate with students from various countries about common issues of public concern and possible solutions.</p> <p>6.3.4.C.1: Develop and implement a group initiative that addresses an economic issue impacting children</p>	
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Unit Overview
Grade 3: Native Americans
Enduring Understanding
<ul style="list-style-type: none"> Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.
Essential Questions
<ul style="list-style-type: none"> How did the geography of various areas affect the cultures of Native American groups? What are the characteristics that make up a culture? How have Native American communities influenced current communities?
Content
<ul style="list-style-type: none"> How the first people arrived in the Americas. How the Native Americans adapted to their environment. Characteristics of Native American cultural regions What Native American culture teaches us about our own culture.
Skills
<ul style="list-style-type: none"> Identify how the first people may have arrived in the Americas. Explain how geography and climate influenced the way Native Americans lived and adapted to their environment. Describe the varied customs and traditions of Native Americans.
Assessment
<ul style="list-style-type: none"> Research a Native American tribe and create a model of that tribe. Color code a map of North America labeling the names of the Native American cultural regions and the natural resources found there. Write a journal entry from the point of view of a Native American from one specific tribe. Describe how you have adapted to life in your cultural region. Write and perform a monologue about one Native American group and their way of life.

NJCCCS CPI

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

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

Common Core Literacy

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.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include illustrations when

useful to aiding comprehension.

- b. Develop the topic with fact, definitions, concrete details, quotations, or other information and examples related to the topic.

W.3.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

Instructional Resources

- *Communities* – Houghton Mifflin
- *Democracy Studies Weekly*
- Nystrom Map Champ Atlas and Desk Maps
- *History Pockets – Native Americans*, Evan –Moor Corp.
- *Social Studies - New Jersey* – Scott Foresman
- *The Navajo* by Kevin Cunningham and Peter Benoit
- *If You Lived with the Sioux Indians* by Ann McGovern
- *If You Lived with The Iroquois* by Ellen Levine
- *If You Lived with the Cherokee* by Peter and Connie Roop
- *American Indian Foods* – by Jay Miller
- *American Indian Festivals* – by Jay Miller
- *American Indian Games* – by Jay Miller
- <http://www.kidport.com/reflib/socialstudies/nativeamericans/Introduction.htm>
- http://www.bigorrin.org/lenape_kids.htm
- <http://www.eduplace.com/kids/socsci/nj/>
- <http://www.sequoyahmuseum.org/>
- <http://www.sequoyahmuseum.org/Image/CherokeeSyllabary.jpg>
- <http://www.youtube.com/watch?v=L84GG4hEfts> *Sequoyah's Cherokee Syllabary*

Grade 3: NATIVE AMERICANS

Essential Questions	Enduring Understandings	Content	Skills	Assessment	NJCCCS CPI	Common Core Literacy
<ul style="list-style-type: none"> How did the geography of various areas affect the cultures of Native American groups? What are the characteristics that make up a culture? How have Native American communities influenced current communities? 	<ul style="list-style-type: none"> Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. 	<ul style="list-style-type: none"> How the first people arrived in the Americas. How the Native Americans adapted to their environment. Characteristics of Native American cultural regions What Native American culture teaches us about our own culture. 	<ul style="list-style-type: none"> Identify how the first people may have arrived in the Americas. Explain how geography and climate influenced the way Native Americans lived and adapted to their environment. Describe the varied customs and traditions of Native Americans. 	<ul style="list-style-type: none"> Research a Native American tribe and create a model of that tribe. Color code a map of North America labeling the names of the Native American cultural regions and the natural resources found there. Write a journal entry from the point of view of a Native American from one specific tribe. Describe how you have adapted to life in your cultural region. Write and perform a monologue about one Native American group and their way of life. 	<p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited</p>	<p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p> <p>RI.3.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.</p> <p>RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</p> <p>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

Grade 3: NATIVE AMERICANS

					<p>for settlement than others.</p> <p>6.1.4. D.1: Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>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.</p> <p>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.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.15 Explain how various cultural groups have</p>	<p>W.3.2.b: Develop the topic with fact, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one , in groups, and teacher led) on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a</p>
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Grade 3: NATIVE AMERICANS

					dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	<p>time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>
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Unit Overview
Grade 3: Moving West & Immigration
Enduring Understanding
<ul style="list-style-type: none"> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. Personal, family, and community history is a source of information for individuals about the people and places around them. The study of American folklore and historical figures allows Americans with diverse cultural backgrounds to feel connected to a national heritage.
Essential Questions
<ul style="list-style-type: none"> How do past events help us to understand and influence our beliefs? How can studying different cultures help us to understand actions and decisions made throughout the world? Why does the movement of people to and within the United States impact lives?
Content
<ul style="list-style-type: none"> Communities change over time. Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically, and today. How different cultural groups have influenced the American identity over time. How experiences and events may be interpreted differently and why it is important to understand perspective of other cultures.
Skills
<ul style="list-style-type: none"> Summarize reasons why various groups voluntarily and involuntarily immigrated to New Jersey, America, and describe the challenges they encountered. Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically, and today. Determine how communities have changed over time, and explain the reasons for the changes. Explain how folklore and the actions of historical and fictional characters contributed to the American national heritage.

- Describe how culture is expressed through and influenced by the behaviors of people.

Assessment

- Write a newspaper article on how your community has changed as people have moved from place to place.
- Research one country of interest and create a travel poster along with artifacts relating to that country. Highlight its geographical location, types of government and points of interest.
- Students view the interactive website about Ellis Island from Scholastic – <http://teacher.scholastic.com/activities/immigration/tour/index.htm> - Students create a slide show or movie using i-movie
- Students write an essay about which treasured possessions they would bring on their journey and the reasons why.
- Choose an American folktale and write about the tale's impact on American national heritage.
- Write a letter to another classmate discussing an important tradition of their ancestors.

NJCCCS CPI

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

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

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.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.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.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: Explain 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.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.

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

Common Core Literacy

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.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)

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

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information

clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

Instructional Resources

- *Communities* – Houghton Mifflin
- *Democracy Studies Weekly*
- Nystrom Map Champ Atlas and Desk Maps
- *Social Studies: Communities textbook*
- *Maplewood Past and Present* by Helen Bates
- *Grandfather's Journey* by Allen Say
- *Coming to America: The Story of Immigration* by Betsy Maestro
- *Dreaming of America: An Ellis Island Story* by Eve Bunting
- *At Ellis Island: A History in Many Voices* by Louise Peacock
- *How People Immigrate* by Sarah de Capua
- *Who Belongs Here? An American Story* by Margie Burns Knight
- *Who Settled the West?* by Bobbie Kalman
- *Wagon Train* by Bobbie Kalman and Sydelle Kramer
- *From Slave Ship To Freedom Road* by Julius Lester
- Interviews with Today's Immigrants
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/interv/toc.php>
- Immigration Stories <http://library.thinkquest.org/CR0212700/>
- Ellis Island – Virtual Tour
<http://www.history.com/topics/ellis-island>
- Angel Island History
<http://www.angel-island.com/history.html>

- Immigration Reference
<http://teacher.scholastic.com/researchtools/researchstarters/immigration/>
- <http://teacher.scholastic.com/activities/immigration/tour/index.htm>

Field Trip Suggestions

- Ellis Island Immigration Museum
http://www.ellisland.org/genealogy/ellis_island_visiting.asp
- Tenement Museum
<http://www.tenement.org/groups.php>

Grade 3: MOVING WEST & IMMIGRATION

Essential Questions	Enduring Understandings	Content	Skills	Assessment	NJCCCS CPI	Common Core Literacy
<ul style="list-style-type: none"> How do past events help us to understand and influence our beliefs? How can studying different cultures help us to understand actions and decisions made throughout the world? Why does the movement of people to and within the United States impact lives? 	<ul style="list-style-type: none"> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. Personal, family, and community history is a source of information for individuals about the people and places around them. The study of American folklore and historical figures allows Americans with diverse cultural backgrounds to feel connected to a national heritage. 	<ul style="list-style-type: none"> Communities change over time. Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically, and today. How different cultural groups have influenced the American identity over time. How experiences and events may be interpreted differently and why it is important to understand perspective of other cultures. 	<ul style="list-style-type: none"> Summarize reasons why various groups voluntarily and involuntarily immigrated to New Jersey, America, and describe the challenges they encountered. Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically, and today. Determine how communities have changed over time, and explain the reasons for the changes. Explain how folklore and the actions of historical and fictional 	<ul style="list-style-type: none"> Write a newspaper article on how your community has changed as people have moved from place to place. Research one country of interest and create a travel poster along with artifacts relating to that country. Highlight its geographical location, types of government and points of interest. Students view the interactive website about Ellis Island from Scholastic – http://teacher.scholastic.com/activities/immigration/our/index.htm - Students create a slide show or movie using i-movie 	<p>6.1.4. A.13: Describe the process by which immigrants become United States citizens.</p> <p>6.1.4. A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>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.</p> <p>6.1.4. B.9: Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>6.1.4. C.15: Describe how the development of different transportation systems impacted the economies of New</p>	<p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p> <p>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.</p> <p>RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect,</p>

Grade 3: MOVING WEST & IMMIGRATION

			<p>characters contributed to the American national heritage.</p> <ul style="list-style-type: none"> Describe how culture is expressed through and influenced by the behaviors of people. 	<ul style="list-style-type: none"> Students write an essay about which treasured possessions they would bring on their journey. Choose an American folktale and write about the tale's impact on American national heritage. Write a letter to another classmate discussing an important tradition of their ancestors. 	<p>Jersey and the United States.</p> <p>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.</p> <p>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.</p> <p>6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p> <p>6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p>6.1.4.D.12</p>	<p>first/second/third in a sequence)</p> <p>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.b: Develop the topic with fact, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one , in groups, and teacher led) on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having</p>
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Grade 3: MOVING WEST & IMMIGRATION

					<p>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.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.14 Explain how the American identity evolved over time.</p> <p>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.</p> <p>6.1.4. D.16: Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.4.D.18 Explain how an individual's beliefs,</p>	<p>read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion</p> <p>SL.3.3: Ask and answer</p>
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Grade 3: MOVING WEST & IMMIGRATION

					<p>values, and traditions may reflect more than one culture.</p> <p>6.1.4. D.19: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4. D.20: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.3.4. D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p>questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>
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Social Studies

Grade 4

South Orange & Maplewood School District
Social Studies Curriculum
Grades 3-5

Standard 6.1 U. S. History: America in the World		Grade 4
Strand A. Civics, Government, and Human Rights		
Essential Questions	Enduring Understandings	
How do the fundamental rights guaranteed by the United States Constitution and the Bill of Rights guide the way rules and laws are created?	Citizens are essential to the functions of a representative democracy.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p>Content Rules and laws are developed to protect people's rights and the security and welfare of society.</p> <p>CPI 6.1.4.A.1</p> <p>CCCS RI.4.9 W.4.7</p>	<p>Instructional Guidance <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Explain what each level of the government does to help people in New Jersey and the country. <p>Sample Assessments <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Research the different government levels looking for details about the ways each level protects people's rights, security and welfare. <p>Resources</p> <ul style="list-style-type: none"> <i>New Jersey</i>, Scott Foresman <i>New Jersey Studies Weekly</i> Government in Action (National Geographic) http://www.njgove http://www.usa.gov 	
<p>Content The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</p> <p>CPI 6.1.4.A.2</p> <p>CCCS RI.4.7 RI.4.8</p>	<p>Instructional Guidance <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Explain democracy and describe the virtues and benefits of a democracy as compared with those of an authoritarian government. Describe how the Constitution is a basic plan for the United States. <p>Sample Assessments <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Read the "Core Democratic Values" and answer the following question: Why do you think U.S. citizens are fortunate to live in a democratic republic? <p>Resources</p> <ul style="list-style-type: none"> <i>New Jersey</i>, Scott Foresman <i>New Jersey Studies Weekly</i> Core Democratic Values - addendum 	

South Orange & Maplewood School District
Social Studies Curriculum
Grades 3-5

<p><u>Content</u> American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</p> <p><u>CPI</u> 6.1.4.A.3</p> <p><u>CCCS</u> RI.4.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Describe how American values and beliefs, such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the rights guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of American democracy. <p><u>Resources</u></p> <ul style="list-style-type: none"> <i>New Jersey</i>, Scott Foresman <i>New Jersey Studies Weekly</i>
<p><u>Content</u> 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</p> <p><u>CPI</u> 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6</p> <p><u>CCCS</u> RI.4.2 RI.4.8 W.4.7 W.4.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Explain how the United States government is organized and how the United States Constitution defines and limits the power of government. Distinguish the roles and responsibilities of the three branches of the national government. Explain how national and state governments share power in the federal system government. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Complete a chart by writing the function of each branch of government and explain how all three branches work together for the common good. <p><u>Resources</u></p> <ul style="list-style-type: none"> <i>New Jersey</i>, Scott Foresman <i>New Jersey Studies Weekly</i> U.S. Constitution http://www.archives.gov/exhibits/charters/constitution.html Constitution Workshop: http://archives.gov/education/lessons/constitution-workshops/index.html Observing Constitution Day: http://www.archives.gov/education/lessons/constitution-day Government ARC Gallery: http://archives.gov/research/arc/topics/gallery-government.html

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<p><u>Content</u> In a representative democracy, individuals elect representatives to act on the behalf of the people</p> <p><u>CPI</u> 6.1.4.A.7 6.1.4.A.8</p> <p><u>CCCS</u> RI.4.9 W.4.7 W.4.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • 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. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Compare and contrast the roles of elected representatives at the local, state, and national levels. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i>
<p><u>Content</u> The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p> <p><u>CPI</u> 6.1.4.A.9 6.1.4.A.10</p> <p><u>CCCS</u> RI.4.7 RI.4.9</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Examine the responses of individuals and groups, past and present, to violations of fundamental rights. • 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. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Compare and contrast individual and group responses, past and present to violations of fundamental rights. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • Documented Rights exhibit: http://www.archives.gov/exhibits/documented- • Martin Luther King Jr. document: http://www.archives.gov/northeast/nyc/exhibits/mlk.html • ARC Gallery: African Americans: http://www.archieives.gov/research/arc/topics/african-americans/

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<p><u>Content</u> The United States Democratic System requires active participation of its citizens</p> <p><u>CPI</u> 6.1.4.A.11 6.1.4.A.12</p> <p><u>CCCS</u> RI.4.8 RI.4.9 W.4.8 SL.4.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain the duties of a citizen living in a democracy. • Discuss how the rule of law helps ensure that people in the United States are treated equally. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Compare and contrast a Democratic Republic versus an Authoritarian Government. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i>
<p><u>Content</u> Immigrants can become and obtain the rights of American citizens.</p> <p><u>CPI</u> 6.1.4.A.13</p> <p><u>CCCS</u> RI.4.8 RI.4.9 W.4.8 SL.4.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Discuss the reasons that various groups immigrated to the United States and analyze how large groups of people move within the United States. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Compare and contrast the challenges that immigrants faced in their home countries and in the United States. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • <i>Explorers of North America</i>
<p><u>Content</u> The world is comprised of nations that are similar to and different from the United States.</p> <p><u>CPI</u> 6.1.4.A.14</p> <p><u>CCCS</u> RI.4.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i>

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<p><u>Content</u> In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</p> <p><u>CPI</u> 6.1.4.A.15</p> <p><u>CCCS</u> RI.4.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i>
<p><u>Content</u> In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</p> <p><u>CPI</u> 6.1.4.A.16</p> <p><u>CCCS</u> RI.4.3 SL.4.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Discuss how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i>

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Standard 6.1 U.S. History: America in the World		Grade 4
Strand B. Geography, People, and the Environment		
Essential Questions	Enduring Understandings	
How do thinking about the past, and reflecting on the present with regard to the interactions of people, cultures and the environment shape our understanding of the American heritage?	The interaction of people with the land and the environment influence their development culturally, scientifically, politically, and economically.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p><u>Content</u> Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p> <p><u>CPI</u> 6.1.4.B.1 6.1.4.B.2 6.1.4.B.3</p> <p><u>CCCS</u> RI.4.7 RI.4.9</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • 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, has contributed to cultural diffusion and economic interdependence. • 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. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • Nystrom Map Champ Atlas and Desk Maps • Map of the United States Including Western Territories, 12/1848 http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2127339 	
<p><u>Content</u> Places are jointly characterized by their physical and human properties.</p> <p><u>CPI</u> 6.1.4.B.4</p> <p><u>CCCS</u> RI.4.7 W.4.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • 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. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following:</i></p> <ul style="list-style-type: none"> • Identify the physical and human characteristics of the Jersey Shore and Pinelands areas. 	

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	<ul style="list-style-type: none"> • <u>Resources</u> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • Nystrom Map Champ Atlas and Desk Maps
<p><u>Content</u> The physical environment can both accommodate and be endangered by human activities.</p> <p><u>CPI</u> 6.1.4.B.5</p> <p><u>CCCS</u> RI.4.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Describe how human interaction impacts the environment in New Jersey. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • www.sfsocialstudies.com • ARC Gallery: Environmental Studies • http://www.archives.gov/research/arc/topics/environment/
<p><u>Content</u> Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> <p><u>CPI</u> 6.1.4.B.6</p> <p><u>CCCS</u> RI.4.9</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Compare and contrast how cultures are affected by their location in the United States. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • www.sfsocialstudies.com
<p><u>Content</u> Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</p> <p><u>CPI</u> 6.1.4.B.7 6.1.4.B.8</p> <p><u>CCCS</u> RI.4.7 W.4.8 SL.4.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain why some locations in New Jersey are more suited for settlement than others. • Discuss how people choose to use natural resources. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • List characteristics of locations in New Jersey that offer people opportunities to live and thrive.

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	<p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • www.sfsocialstudies.com
<p><u>Content</u> Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</p> <p><u>CPI</u> 6.1.4.B.9</p> <p><u>CCCS</u> RI.4.3 W.4.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Relate advances in science and technology in New Jersey to environmental concerns. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Identify major inventions in New Jersey history and describe their impact on society and the environment. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • <i>Inventions That Changed the World (National Geographic)</i> • <i>Alexander Graham Bell</i> • <i>Thomas Edison: A Brilliant Inventor</i> • <i>Henry Ford: Putting The World on Wheels</i> • www.sfsocialstudies.com
<p><u>Content</u> Urban areas, worldwide, share common physical characteristics but may also have cultural differences.</p> <p><u>CPI</u> 6.1.4.B.10</p> <p><u>CCCS</u> RI.4.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Identify major cities in New Jersey and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • Nystrom Map Champ Atlas and Desk Maps • www.sfsocialstudies.com

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Standard 6.1 U. S. History: America in the World		Grade 4
Strand C Economics, Innovation, and Technology		
Essential Questions	Enduring Understandings	
How do the past and present interactions of people, cultures and the environment shape the American heritage?	Fundamental rights and core democratic values enable and inform productive citizenship in local, national, and global communities.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p>Content People make decisions based on their needs, wants, and the availability of resources.</p> <p>CPI 6.1.4.C.1 6.1.4.C.2</p> <p>CCCS RI.4.2 RI.4.4 W.4.8</p>	<p>Instructional Guidance <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. Summarize how needs, wants, supply and demand and scarcity of resources require choices, which generate opportunity costs. <p>Sample Assessments <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Create a three column chart with headings, <i>Needs and Wants</i>, <i>Supply and Demand</i>, and <i>Production</i> and give examples of how each factor has an impact on New Jersey's economy. <p>Resources</p> <ul style="list-style-type: none"> <i>New Jersey</i>, Scott Foresman <i>New Jersey Studies Weekly</i> <i>Providing Goods (National Geographic)</i> www.sfsocialstudies.com 	
<p>Content Economics is a driving force for the occurrence of various events and phenomena in society</p> <p>CPI 6.1.4.C.3 6.1.4.C.4 6.1.4.C.5</p>	<p>Instructional Guidance <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Explain why incentives vary between and among producers and consumers. Describe how supply and demand influences price and output of products. Explain the role of specialization in the production and exchange of goods and services. 	

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<p><u>CCCS</u> RI.4.2 RI.4.8 W.4.8</p>	<p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Complete a Venn diagram comparing traditional, command, mixed economies. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weeiky</i> • <i>Providing Goods (National Geographic)</i> • www.sfsocialstudies.com
<p><u>Content</u> Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes.</p> <p><u>CPI</u></p> <p>6.1.4.C.6 6.1.4.C.7 6.1.4.C.8</p> <p><u>CCCS</u> RI.4.1 RI.4.3 W.4.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Describe the role and relationship among households, businesses, laborers, and government within the economic system. • Explain how the availability of private and public goods and services is influenced by the global market and government. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community, <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • <i>Providing Goods (National Geographic)</i> • www.sfsocialstudies.com
<p><u>Content</u> Availability of resources affects economic outcomes.</p> <p><u>CPI</u> 6.1.4.C.9</p> <p><u>CCCS</u> RI.4.9</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Compare and contrast how access to and use of resources affects people across the world differently. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • <i>Providing Goods (National Geographic)</i> • www.sfsocialstudies.com

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<p><u>Content</u> Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</p> <p><u>CPI</u></p> <p>6.1.4.C.10 6.1.4.C.11</p> <p><u>CCCS</u> RI.4.1 RI.4.3 W.4.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain the role of money, savings, debt, and investment in individuals' lives. • Recognize the importance of setting long-term goals when making financial decisions within the community. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Summarize the main characteristics of a market economy. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • <i>Providing Goods (National Geographic)</i> • www.sfsocialstudies.com
<p><u>Content</u> Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p> <p><u>CPI</u> 6.1.4.C.12 6.1.4.C.13</p> <p><u>CCCS</u> RI.4.3 W.4.7 W.4.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Evaluate the impact of ideas, inventions, and other contributions of prominent figures that lived in New Jersey. • Determine and list the qualities of entrepreneurs in a capitalistic society. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Choose one invention and summarize its importance to society. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • <i>Inventions That Changed the World (National Geographic)</i> • <i>Alexander Graham Bell</i> • <i>Thomas Edison: A Brilliant Inventor</i> • <i>Henry Ford: Putting The World on Wheels</i> • www.sfsocialstudies.com • Drawing for an Electric Lamp: 01/27/1880-01/27/1880 http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=595450 • Drawing for a Phonograph: 05/18/1880-05/18/1880 http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=595515

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<p><u>Content</u> Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • 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. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p>
<p><u>CPI</u> 6.1.4.C.14 6.1.4.C.15</p> <p><u>CCCS</u> RI.4.3 W.4.7 W.4.8</p>	<ul style="list-style-type: none"> • Write five facts as to why New Jersey's four regions have unique geographical features. • Write five facts as to why the state of New Jersey is a leader in transportation <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • <i>Industry Changes America (National Geographic)</i> • www.sfsocialstudies.com
<p><u>Content</u> Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p> <p><u>CPI</u> 6.1.4.C.16 6.1.4.C.17 6.1.4.C.18</p> <p><u>CCCS</u> RI.4.3 W.4.7 W.4.8 SL.4.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Discuss how inventions have changed the American lifestyle in accessing information. • Explain the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Create a timeline of the industrialization in New Jersey. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • <i>Industry Changes America (National Geographic)</i> • Patented Case Files, compiled 1836-1956 • http://arcweb.archives.gov/arc/action/ExternalldSearch?id=302050

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Standard 6.1 U. S. History: America in the World		Grade 4
Strand D. History, Culture, and Perspective		
Essential Questions	Enduring Understandings	
How have the variety of cultures, beliefs, and ideals held by natives and immigrants to the United States and New Jersey impacted the development of local, national and global communities?	Past and present interactions of people, cultures and the environment have shaped the American heritage.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p><u>Content</u> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation</p> <p><u>CPI</u> 6.1.4.D.1 6.1.4.D.2 6.1.4.D.3</p> <p><u>CCCS</u> RI.4.5 RI.4.8 W.4.7 W.4.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Determine the impact of European colonization on the Lenni Lenape's of New Jersey. • Identify reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. • Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Summarize why various groups immigrated to the New World, and describe the problems they encountered. • List the cause and effects related to the European settlement of New Jersey. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • <i>Explorers of North American</i> • www.sfsocialstudies.com 	

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Content

Key historical events, documents, and individuals led to the development of our nation.

CPI

6.1.4.D.4

6.1.4.D.5

6.1.4.D.6

6.1.4.D.7

6.1.4.D.8

6.1.4.D.9

CCCS

RI.4.1

RI.4.7

RI.4.8

W.4.7

W.4.8

Instructional Guidance

To assist in meeting this CPI, students may:

- Explain how key events led to the creation of the United States and the state of New Jersey.
- Relate key historical documents (i.e., the Declaration of Independence, the Constitution, and the Bill of Rights) to present day government and citizenship.
- Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- Explain the role Governor William Livingston played in the development of New Jersey government.
- Determine the significance of New Jersey's role in the American Revolution.
- Explain the impact of trans-Atlantic slavery on New Jersey, the nations, and individuals.

Sample Assessments

To show evidence of meeting this CPI, students may complete the following assessment:

- Create a time line listing key events in the creation of the United States.
- Complete a Venn diagram comparing/contrasting the First and Second Continental Congress.
- Make an outline of the main ideas and details about the battles of the Revolutionary War in New Jersey.
- Summarize why New Jersey's location was important to the Underground Railroad.

Resources

- *New Jersey*, Scott Foresman
- *New Jersey Studies Weekly*
- *If You Levied at the Time of the American Revolution*
- www.sfsocialstudies.com
- Charters of Freedom Exhibit www.archives.gov/exhibits/charters
- America's Founding Fathers
http://www.archives.gov/exhibits/charters/constitution_foundling_fathers.html
- Images of the American Revolution
<http://www.archives.gov/research/american-revolution/index.html>

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Grades 3-5

<p><u>Content</u> Personal, family, and community history is a source of information for individuals about the people and places around them.</p> <p><u>CPI</u> 6.1.4.D.10 6.1.4.D.11</p> <p><u>CCCS</u> RI.4.1 RI.4.7 W.4.8 SL.4.2</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Describe how the influence of the Lenni Lenape culture manifested in different regions of New Jersey. • Explain how local and state communities have changed over time, and explain the reasons for change. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Identify the three main Lenape groups on a map and summarize how they became known as the Delaware. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • www.sfsocialstudies.com • ARC Gallery: Native Americans http://www.archives.gov/research/arc/topics/native-americans/index.html
<p><u>Content</u> The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</p> <p><u>CPI</u> 6.1.4.D.12</p> <p><u>CCCS</u> RI.4.7 W.4.7 SL.4.4</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain how folklore and the actions of famous historical and fictional characters from New Jersey contributed to the American national heritage. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Complete a research project on a famous historical or fictional character from New Jersey that contributed to the American national heritage. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • www.sfsocialstudies.com

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<p><u>Content</u> Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p> <p><u>CPI</u> 6.1.4.D.13</p> <p><u>CCCS</u> RI.4.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Describe how culture is expressed through and influenced by the behavior of people. <p><u>Resources</u></p> <ul style="list-style-type: none"> <i>New Jersey</i>, Scott Foresman <i>New Jersey Studies Weekly</i> www.sfsocialstudies.com
<p><u>Content</u> American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</p> <p><u>CPI</u> 6.1.4.D.14</p> <p><u>CCCS</u> RI.4.8</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Trace how the American identities evolved over time. <p><u>Resources</u></p> <ul style="list-style-type: none"> <i>New Jersey</i>, Scott Foresman <i>New Jersey Studies Weekly</i> www.sfsocialstudies.com
<p><u>Content</u> Cultures struggle to maintain traditions in a challenging society.</p> <p><u>CPI</u> 6.1.4.D.15</p> <p><u>CCCS</u> RI.4.1 SL.4.2</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. <p><u>Resources</u></p> <ul style="list-style-type: none"> <i>New Jersey</i>, Scott Foresman <i>New Jersey Studies Weekly</i> www.sfsocialstudies.com

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<p><u>Content</u> Prejudice and discrimination can be obstacles to understanding other cultures.</p> <p><u>CPI</u> 6.1.4.D.16</p> <p><u>CCCS</u> RI.4.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. <p><u>Resources</u></p> <ul style="list-style-type: none"> <i>New Jersey</i>, Scott Foresman <i>New Jersey Studies Weekly</i>
<p><u>Content</u> Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p> <p><u>CPI</u> 6.1.4.D.17</p> <p><u>CCCS</u> RI.4.4 RI.4.7 W.4.7 SL.4.2</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Research two historical symbols, monuments, or holidays and summarize how they came about and how they affect the American identity. <p><u>Resources</u></p> <ul style="list-style-type: none"> <i>New Jersey</i>, Scott Foresman <i>New Jersey Studies Weekly</i> www.sfsocialstudies.com Designs for Democracy Exhibit www.archives.gov/exhibits/designs_for_democracy/

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<p><u>Content</u> 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.</p> <p><u>CPI</u> 6.1.4.D.18</p> <p><u>CCCS</u> RI.4.10</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain how an individual's beliefs, values, and traditions may reflect more than one culture. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • www.sfsocialstudies.com
<p><u>Content</u> 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.</p> <p><u>CPI</u> 6.1.4.D.19 6.1.4.D.20</p> <p><u>CCCS</u> RI.4.1 RI.4.2 W.4.7 SL.4.2</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Describe how different experiences and events may be interpreted differently by people with different cultural backgrounds. • Explain why it is important to understand the perspectives of other cultures. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Complete a research project based on a culture of interest. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • www.sfsocialstudies.com

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Standard 6.3 Active Citizenship in the 21st 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.		Grade 4
Strand A. Civics, Government, and Human Rights		
Essential Questions	Enduring Understandings	
How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	Active citizens exercise their rights and responsibilities by participating in democratic processes.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<u>Content</u> Understanding the need for fairness and taking appropriate action against unfairness Developing strategies to reach consensus and resolve conflict Evaluate what makes a good rule or law.	<u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i> <ul style="list-style-type: none"> 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. Create a rubric that describes characteristics of good rules and use it to evaluate rules from other classrooms. 	
<u>CPI</u> 6.3.4.A.1	<u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i> <ul style="list-style-type: none"> Brainstorm rules that are appropriate for the classroom in small groups. Use a checklist to evaluate ideas in small groups and select 3-5 rules. Present rules and explain why the group's rules should be chosen for the class. Revise rules after all groups have shared ideas. 	
<u>CCCS</u> RI.4.1 RI.4.2 RI.4.4 W.4.8 SL.4.4	<u>Resources</u> <ul style="list-style-type: none"> <i>New Jersey</i>, Scott Foresman <i>New Jersey Studies Weekly</i> www.sfsocialstudies.com What Makes A Good Rule? Is a lesson plan created by NJCLRE. <u>Justice Teaching</u> contains a Rules, Rules, Rules Lesson Plan. 	

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<p><u>Content</u> Becoming aware of individuals' relationships to people, places, and resources in the local community and beyond.</p> <p><u>CPI</u> 6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.</p> <p><u>CCCS</u> RI.4.1 RI.4.2 RI.4.4 W.4.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Brainstorm a list of questions to ask local officials and /or community members about an important issue • 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). <p>✓ Notes: For guest speakers or individuals that you plan to Skype:</p> <ul style="list-style-type: none"> ○ Provide questions in advance. ○ Provide time for students to practice interviewing each other and to ask follow up questions. <ul style="list-style-type: none"> • Reflect upon the experience by determining the benefits of getting information from an expert in the field and identify any challenges. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • 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><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • www.sfsocialstudies.com • <u>Voicethread</u> is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate pages and leave comments. • <u>Audacity</u> is free software that can be used for creating a podcast (export as a .WAV file).
<p><u>Content</u> Making informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Make a list of factors that are important to consider when developing an effective social action plan. • Research appropriate methods to communicate with the public (e.g., public service announcements for local television or radio station, developing a website or podcast).

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<p>Becoming aware of individuals' relationships to people, places, and resources in the local community and beyond</p> <p><u>CPI</u> 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.</p> <p><u>CCCS</u> RI.4.1 RI.4.2 RI.4.4 W.4.7 SL.4.4</p>	<ul style="list-style-type: none"> • Seek advice from individuals who have successfully implemented action plans. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • 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. • 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. • 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><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • www.sfsocialstudies.com • <u>Active Citizens 101</u> was created by Constitutional Rights Foundation (Social Capital and Democracy Unit). • <u>K-12 Service-Learning Project Planning Toolkit (Updated Edition)</u> contains information about the 5 core components of a service-learning project: investigation, planning and preparation, the service activity, reflection, and demonstration/celebration. • <u>Service Learning Provider</u> shows examples of elementary school service learning projects. • <u>DoSomething</u> features videos about different causes (teacher should select appropriate videos for elementary students).
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<p><u>Content</u></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><u>CPI</u></p> <p>6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.</p> <p><u>CCCS</u> RI.4.1 RI.4.2 SL.4.1</p>	<p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Discuss issues of concern that relate to current events topics, health concerns or the environment. • Identify steps to reach consensus and resolve conflict. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • www.sfsocialstudies.com • <u>Global Education Collaborative Ning</u> is an online community for teachers and students interested in global education. • <u>EekoWorld</u> 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. • <u>Epals</u> has developed collaborative projects about a variety of topics including global warming and the world's water supply. • <u>Thinkquest</u> is an online community for students and teachers (free websites and password protected).
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Standard 6.3 Active Citizenship in the 21st 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.		Grade 4
Strand B. Geography, People, and the Environment		
Essential Questions	Enduring Understandings	
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.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<u>Content</u> 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.	<u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i> <ul style="list-style-type: none"> • Celebrate Earth Day (April 22) 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. • 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. • Contact the <u>New Jersey Department of Environmental Protection</u> to find out about what can be done about environmental issues in the state. 	
<u>CPI</u> 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.	<u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i> <ul style="list-style-type: none"> • Plan an event that will enable the school community to participate in the celebration of Earth Day. Visit <u>Earthday Network</u> for more information. 	
<u>CCCS</u> RI.4.7 W.4.7	<u>Resources</u> <ul style="list-style-type: none"> • <i>New Jersey Studies Weekly</i> • <u>Earth Day In A Box</u> provides organization tips and resources by Earth Day Network. <u>Alliance for New Jersey Environmental Education</u> is designed to promote and improve Environmental Education for people of all ages in New Jersey.	

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Standard 6.3 Active Citizenship in the 21st 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.		Grade 4
Strand C. Economics, Innovation, and Technology		
Essential Questions	Enduring Understandings	
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.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p><u>Content</u> Becoming aware of their relationships to people, places, and resources in the local community and beyond</p> <p>Making informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions</p> <p><u>CPI</u> 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.</p> <p><u>CCCS</u> W.4.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Participate in a service learning project that benefits children affected by a natural disaster. Participate in the <u>United Way Day of Action</u>. On June 21, the longest day of the year, United Ways across the country are participating in a nationwide Day of Action. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Develop a project that addresses one of the <u>United Nations Millennium Goals</u>. <p><u>Resources</u></p> <ul style="list-style-type: none"> <i>New Jersey</i>, Scott Foresman www.sfsocialstudies.com <u>FreeRice</u> 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. <u>Charity Guide</u> 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. <u>Live United</u> provides kid-friendly volunteer ideas. 	

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Standard 6.3 Active Citizenship in the 21st 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.		Grade 4
Strand D. History, Culture, and Perspectives		
Essential Questions	Enduring Understandings	
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.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p><u>Content Statement</u> Identifying stereotyping, bias, prejudice, and discrimination in individuals' lives and communities</p> <p>Recognizing that people have different perspectives based on their beliefs, values, traditions, culture, and experiences</p> <p><u>CPI</u> 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p><u>CCCS</u> SL5.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Share your traditions and customs from your culture. • Explain how the United States interacts with different countries. • Understand how race, religion, and class are affected by diversity. • List reasons why it is important to understand diverse people, their ideas and their culture. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>New Jersey</i>, Scott Foresman • <i>New Jersey Studies Weekly</i> • www.sfsocialstudies.com 	

Unit Overview
Grade 4: Geography & New Jersey
Enduring Understanding
<ul style="list-style-type: none"> Geographic tools can be used to describe and analyze patterns and organization of people, places, and environments on Earth. Places are jointly characterized by their physical and human properties.
Essential Questions
<ul style="list-style-type: none"> How does geography and the human environment interact to develop cultures, societies, and nations? How do we balance the benefits and risks associated with New Jersey's physical environment?
Content
<ul style="list-style-type: none"> Location of New Jersey in relation to other states (countries/world/bodies of water) Geological features of New Jersey Important bodies of water, landforms, mountains, etc., of New Jersey Role of climate, environment, animals, natural resources in the locations and development of cultures in New Jersey
Skills
<ul style="list-style-type: none"> Utilize different types of maps to make connections between New Jersey, the United States and the world. Describe how landforms, climate, weather and resources have impacted where and how people live and work in different parts of New Jersey and the United States. Describe the basic components of Earth's physical systems, including landforms, the water cycle, weather, and climate. Explain the uses of each type of map and what information can be found on it.

Assessment
<ul style="list-style-type: none"> • Create storyboards to make a video about a region of New Jersey. • Create a multimedia project in Microsoft PowerPoint or a related software package about New Jersey's facts and symbols. • Create a New Jersey visitor brochure about three different places to visit in New Jersey. • Create a landform map of New Jersey.
NJCCCS CPI
<p>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.</p> <p>6.1.4.B.2: Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p> <p>6.1.4.B.3: Explain how and when it is important to use digital geographic tools, political maps, and globe to measure distances and to determine time zones and locations using latitude and longitude.</p> <p>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.</p> <p>6.1.4.B.5: Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>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.</p> <p>6.1.4.B.7: Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8: Compare ways people choose to use and divide natural resources.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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

Common Core Literacy

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

RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g. charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Provide a concluding statement or section related to the information or explanation presented.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W.4.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W. 4.7 – Conduct short research projects that build knowledge about at topic.

SL.4.1: Engage effectively in range of collaborative discussions (one-on-one , in groups, and teacher led) with diverse partners, on *grade 4 topics and text*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make

comments that contribute to the discussion and link to the remarks of others.

- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Instructional Resources

- Scott Foresman, *Social Studies, New Jersey* Textbook and Teacher's Edition
- The Nystrom Junior Geographer Atlas
- District provided Political Desk Maps
- *Democracy Studies Weekly*
- <http://www.nj.gov>.
- <http://www.sfsocialstudies.com>
- <http://www.ehow.com>
- <http://geography.about.com/library/maps/blusnj.htm>
- <http://mapzone.ordanancesurvey.co.uk/mapzone/info.html/home>

[illegible]

Essential Questions	Enduring Understandings	Content	Skills	Assessment	NJCCCS CPI	Common Core Literacy
<ul style="list-style-type: none"> How does geography and the human environment interact to develop cultures, societies, and nations? How do we balance the benefits and risks associated with New Jersey's physical environment? 	<ul style="list-style-type: none"> Geographic tools can be used to describe and analyze patterns and organization of people, places, and environments on Earth. Places are jointly characterized by their physical and human properties. 	<ul style="list-style-type: none"> Location of New Jersey in relation to other states (countries/world/bodies of water) Geological features of New Jersey Important bodies of water, landforms, mountains, etc., of New Jersey Role of climate, environment, animals, natural resources in the locations and development of cultures in New Jersey 	<ul style="list-style-type: none"> Utilize different types of maps to make connections between New Jersey, the United States and the world. Describe how landforms, climate, weather and resources have impacted where and how people live and work in different parts of New Jersey and the United States. Describe the basic components of Earth's physical systems, including landforms, the water cycle, weather, and climate. 	<ul style="list-style-type: none"> Create storyboards to make a video about a region of New Jersey. Create a multimedia project in Microsoft PowerPoint or a related software package about New Jersey's facts and symbols. Create a New Jersey visitor brochure about three different places to visit in New Jersey. Create a landform map of New Jersey. 	<p>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.</p> <p>6.1.4. B.2: Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p> <p>6.1.4. B.3: Explain how and when it is important to use digital geographic tools, political maps, and globe to measure distances and to determine time zones and locations using latitude and longitude.</p> <p>6.1.4. B.4: Describe how landforms, climate and weather, and availability of resources have</p>	<p>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.</p> <p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts,</p>

Grade 4: GEOGRAPHY & NEW JERSEY

			<ul style="list-style-type: none"> Explain the uses of each type of map and what information can be found on it. 		<p>impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4. B.5: Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>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.</p> <p>6.1.4. B.7: Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4. B.8: Compare ways people choose to use and divide natural resources.</p> <p>6.1.4. B.10: Identify the major cities in New Jersey, the United States, and</p>	<p>or information in a text or part of a text.</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g. charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or</p>
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Grade 4: GEOGRAPHY & NEW JERSEY

					<p>major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p> <p>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.</p> <p>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.</p> <p>6.1.4. D.3: Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p>	<p>other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>W.4.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient</p>
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						<p>command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W. 4.7: Conduct short research projects that build knowledge about at topic.</p> <p>SL.4.1: Engage effectively in range of collaborative discussions (one-on-one , in groups, and teacher led) with diverse partners, on <i>grade 4 topics and text</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned</p>
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Grade 4: GEOGRAPHY & NEW JERSEY

						<p>roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
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Unit Overview
Grade 4: Exploring New Jersey Past & Present
Enduring Understanding
<ul style="list-style-type: none"> • People have come to America (and New Jersey) for a variety of reasons. • New Jersey played an important role in American history.
Essential Questions
<ul style="list-style-type: none"> • What brought explorers/settlers to New Jersey? • How did the physical, natural, and human resources of New Jersey influence exploration and early settlement? • How was the colony of New Jersey established? • How was the state of New Jersey established? • What are our founding documents and symbols and what is their importance today?
Content
<ul style="list-style-type: none"> • Reasons for European exploration of the western hemisphere • Three worlds interact: European, African and Native Americans • The role of geography in the establishment of colonies • Colonists come to the Americans for a variety of economic, political, and religious reasons • Colonial life in New Jersey before the Revolutionary War • Social, economic, and political conditions of diverse New Jersey past and present
Skills
<ul style="list-style-type: none"> • Identify the New Jersey explorers and explain their significance. • Describe settlers: religious, political, geographic, and economic reasons why they came and contributions to the United States • Document and describe the chronology of early settlement (original people), early exploration, colonization, early U.S. settlements. • Identify and evaluate significant individuals in early New Jersey history. • Discuss how New Jersey was the crossroads of the American Revolution. • Explain the functions of early government documents. • Describe the development of transportation and communication networks in New Jersey.

Assessment
<ul style="list-style-type: none"> • Research a transportation system and how the development of this transportation system impacted the economics of New Jersey and the United States. • Research a type of communication system and how the development of this communication system led to increased collaboration and the spread of ideas in New Jersey, the United States, and the world. • Create a podcast about the experiences and observations of the Europeans and their interactions with each other and Native Americans. • Create a booklet that compares early New Jersey with modern New Jersey.
NJCCCS CPI
<p>6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>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.</p> <p>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.</p> <p>6.1.4.C.3: Explain why incentives vary between and among producers and consumers.</p> <p>6.1.4.C.6: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.C.8: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.4.C.9: Compare and contrast how access to and use of resources affects people across the world differently.</p> <p>6.1.4.D.1: Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>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.</p> <p>6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p> <p>6.1.4.D.7: Explain the role Governor William Livingston played in the development of New Jersey</p>

government.

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

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.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.15

Explain how various cultural groups have dealt with the conflict between maintaining 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.

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

Common Core Literacy

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 or phrases in a text relevant to a *grade 4 topic or subject area*.

RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g. charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding

comprehension.

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Provide a concluding statement or section related to the information or explanation presented.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W.4.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W. 4.7: Conduct short research projects that build knowledge about at topic.

SL.4.1: Engage effectively in range of collaborative discussions (one-on-one , in groups, and teacher led) with diverse partners, on *grade 4 topics and text*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Instructional Resources

- Scott Foresman, *Social Studies, New Jersey Textbook and Teacher's Edition*
- *New Jersey Studies Weekly*
- The Nystrom Junior Geographer Atlas
- District provided Political Desk Maps
- <http://www.nj.gov>.
- <http://www.sfsocialstudies.com>
- <http://www.ehow.com>
- http://www.state.nj.us/hangout_nj/index.html
- <http://www.sfsocialstudies.com>

Grade 4: EXPLORING NEW JERSEY PAST & PRESENT

Essential Questions	Enduring Understandings	Content	Skills	Assessment	NJCCCS CPI	Common Core Literacy
<ul style="list-style-type: none"> • What brought explorers/settlers to New Jersey? • How did the physical, natural, and human resources of New Jersey influence exploration and early settlement? • How was the colony of New Jersey established? • How was the state of New Jersey established? • What are our founding documents and symbols and what is their importance today? 	<ul style="list-style-type: none"> • People have come to America (and New Jersey) for a variety of reasons. • New Jersey played an important role in American history. 	<ul style="list-style-type: none"> • Reasons for European exploration of the western hemisphere • Three worlds interact: European, African and Native Americans • The role of geography in the establishment of colonies • Colonists come to the Americans for a variety of economic, political, and religious reasons • Colonial life in New Jersey before the Revolutionary War • Social, economic, and political conditions of diverse New Jersey past and present 	<ul style="list-style-type: none"> • Identify the New Jersey explorers and explain their significance. • Describe settlers: religious, political, geographic, and economic reasons why they came and contributions to the United States • Document and describe the chronology of early settlement (original people), early exploration, colonization, early U.S. settlements. • Identify and evaluate significant individuals in 	<ul style="list-style-type: none"> • Research a type of trans-portion system and how the development of this transportation system impacted the economics of New Jersey and the United States. • Research a type of communication system and how the develop-ment of this communication system led to increased collaboration and the spread of ideas in New Jersey, the United States, and the world. • Create a podcast about the experiences and observations of the Europeans and their interactions with each other and Native Americans. 	<p>6.1.4. A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>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.</p> <p>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.</p> <p>6.1.4. C.3: Explain why incentives vary between and among producers and consumers.</p>	<p>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.</p> <p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts,</p>

Grade 4: EXPLORING NEW JERSEY PAST & PRESENT

			<p>early New Jersey history.</p> <ul style="list-style-type: none"> • Discuss how New Jersey was the crossroads of the American Revolution. • Explain the functions of early government documents. • Describe the development of transportation and communication networks in New Jersey. 	<ul style="list-style-type: none"> • Create a booklet that compares early New Jersey with modern New Jersey. 	<p>6.1.4. C.6: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4. C.8: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.4. C.9: Compare and contrast how access to and use of resources affects people across the world differently.</p> <p>6.1.4. D.1: Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.4. D.2: Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the</p>	<p>or information in a text or part of a text.</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g. charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or
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Grade 4: EXPLORING NEW JERSEY PAST & PRESENT

					<p>challenges they encountered.</p> <p>6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p> <p>6.1.4. D.7: Explain the role Governor William Livingston played in the development of New Jersey government.</p> <p>6.1.4. D.9: Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p> <p>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</p> <p>6.1.4. D.11: Determine how local and state communities have changed over time, and explain the reasons for changes.</p>	<p>other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>W.4.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient</p>
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Grade 4: EXPLORING NEW JERSEY PAST & PRESENT

					<p>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.</p> <p>6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4. D.16: Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p>command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W. 4.7: Conduct short research projects that build knowledge about at topic.</p> <p>SL.4.1: Engage effectively in range of collaborative discussions (one-on-one , in groups, and teacher led) with diverse partners, on <i>grade 4 topics and text</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific
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Grade 4: EXPLORING NEW JERSEY PAST & PRESENT

						<p>questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
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Unit Overview
Grade 4: Growth & Industry
Enduring Understanding
<ul style="list-style-type: none"> • Economic opportunities in New Jersey 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. • Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
Essential Questions
<ul style="list-style-type: none"> • How have scientific and technological advancements changed the way people live? • How has New Jersey created new opportunities for its citizens and others? • What geographic circumstances in New Jersey have made change necessary?
Content
<ul style="list-style-type: none"> • New Jersey scientists and inventors • Influence of scientific inventions and improvements • Growth of cities and the economy • Roles of consumers, companies, and government in New Jersey's economy
Skills
<ul style="list-style-type: none"> • Describe the challenges posed by the rapid growth of New Jersey's cities. • Identify times and circumstances in life that make change necessary. • Identify and distinguish between producers/consumers, supply/demand, goods/services. • Illustrate how production, distribution, and consumption of goods and services are affected by the global market and world events. • Determine and analyze the role of technology (inventions) in New Jersey.

Assessment

- **Research** a New Jersey inventor and create a presentation about the inventor.
- Create a radio advertisement designed to attract businesses and visitors to New Jersey.
- Use a current event of a natural disaster (i.e. hurricane, tornado, etc.) to create a flow chart/mobile/other graphic source citing the disaster and its effects on global trade.
- Create a visual/model, identifying and explaining 1-2 important technological advances by a New Jersey inventor.

NJCCCS CPI

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.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.

6.1.4.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.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.5: Explain the role of specialization in the production and exchange of goods and services.

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

6.1.4.C.7: Explain how the availability of private and public goods and services is influenced by the global market and government.

6.1.4.C.8: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.4.C.10: Explain the role of money, savings, debt, and investment in individuals' lives.

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.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.

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

Common Core Literacy

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 or phrases in a text relevant to a *grade 4 topics or subject area*.

RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g. charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Provide a concluding statement or section related to the information or explanation presented.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W.4.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate

sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W. 4.7 – Conduct short research projects that build knowledge about a topic.

SL.4.1: Engage effectively in range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners, on *grade 4 topics and text*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Instructional Resources

- Scott Foresman, *Social Studies, New Jersey Textbook and Teacher's Edition*
- *New Jersey Studies Weekly*
- The Nystrom Junior Geographer Atlas
- District provided Political Desk Maps
- *Providing Goods (National Geographic)*
- *Inventions That Changed the World (National Geographic)*
- *Alexander Graham Bell*
- *Thomas Edison: A Brilliant Inventor*
- *Henry Ford: Putting The World on Wheels*
- www.sfsocialstudies.com
- Drawing for an Electric Lamp: 01/27/1880-01/27/1880
<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=595450>
- Drawing for a Phonograph: 05/18/1880-05/18/1880
<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=595515>
- Patented Case Files, compiled 1836-1956
<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=302050>

Grade 4: GROWTH & INDUSTRY

Essential Questions	Enduring Understandings	Content	Skills	Assessment	NJCCCS CPI	Common Core Literacy
<ul style="list-style-type: none"> How have scientific and technological advancements changed the way people live? How has New Jersey created new opportunities for its citizens and others? What geographic circumstances in New Jersey have made change necessary? 	<ul style="list-style-type: none"> Economic opportunities in New Jersey 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. Illustrate how production, distribution, and consumption of goods and services are interrelated and are 	<ul style="list-style-type: none"> New Jersey scientists and inventors Influence of scientific inventions and improvements Growth of cities and the economy Roles of consumers, companies, and government in New Jersey's economy 	<ul style="list-style-type: none"> Describe the challenges posed by the rapid growth of New Jersey's cities. Identify times and circumstances in life that make change necessary. Identify and distinguish between producers/consumers, supply/demand, goods/services. Illustrate how production, distribution, and consumption of goods and services are affected by the global market and world events. Determine and analyze the role of technology (inventions) in New Jersey. 	<ul style="list-style-type: none"> Research a New Jersey inventor and create a presentation about the inventor. Create a radio advertisement designed to attract businesses and visitors to New Jersey. Use a current event of a natural disaster (i.e. hurricane, tornado, etc.) to create a flow chart/mobile/other graphic source citing the disaster and its effects on global trade. Create a visual/model, identifying and explaining 1-2 important technological advances by a New Jersey inventor. 	<p>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.</p> <p>6.1.4. B.9: Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>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.</p> <p>6.1.4. C.2: Distinguish between needs and wants and explain how scarcity and choice influence</p>	<p>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.</p> <p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic s or subject area</i>.</p> <p>RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts,</p>

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	<p>affected by the global market and events in the world community.</p>				<p>decisions made by individuals, communities, and nations.</p> <p>6.1.4. C.3: Explain why incentives vary between and among producers and consumers.</p> <p>6.1.4. C.4: Describe how supply and demand influences price and output of products.</p> <p>6.1.4. C.5: Explain the role of specialization in the production and exchange of goods and services.</p> <p>6.1.4. C.6: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4. C.7: Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p>6.1.4. C.8: Illustrate how production, distribution, and</p>	<p>or information in a text or part of a text.</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g. charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or
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Grade 4: GROWTH & INDUSTRY

					<p>consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.4. C.10: Explain the role of money, savings, debt, and investment in individuals' lives.</p> <p>6.1.4. C.12: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p> <p>6.1.4. C.13: Determine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.4. C.15: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during</p>	<p>other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>W.4.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient</p>
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					<p>different historical periods.</p> <p>6.3.4. C.1: Develop and implement a group initiative that addresses an economic issue impacting children.</p>	<p>command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W. 4.7: Conduct short research projects that build knowledge about at topic.</p> <p>SL.4.1: Engage effectively in range of collaborative discussions (one-on-one , in groups, and teacher led) with diverse partners, on <i>grade 4 topics and text</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none">Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.Follow agreed-upon rules for discussions and carry out assigned roles.Pose and respond to specific
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						<p>questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
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Unit Overview
Grade 4: A New Nation
Enduring Understanding
<ul style="list-style-type: none"> • Past events help our understanding of change, beliefs, and decision about current issues in our society. • The study of multiple cultures, perspectives and beliefs help our understanding of decisions made in a global community.
Essential Questions
<ul style="list-style-type: none"> • When and why should we defend our beliefs? • What was the role of New Jersey (people and places) in the Revolutionary War? • How did the American Revolution impact the people and how did it form the United States? • What do freedom and independence mean as a member of our society?
Content
<ul style="list-style-type: none"> • Role of New Jersey in the development of a new nation • Foundations for a new government/ideals of American democracy (Mayflower Compact, Declaration of Independence, the United States and New Jersey Constitutions) • The Constitution as a framework • The Bill of Rights and individual liberties • Key individuals/groups from New Jersey who helped strengthen democracy in the U.S. • Individuals and groups protected by rights and freedoms • Basic rights/responsibilities of citizens to participate in U.S., New Jersey, and local government (voting, jury duty, community service) • The branches of New Jersey and local government (checks and balances, parallels to federal system) • The process for electing or appointing government officials
Skills
<ul style="list-style-type: none"> • Analyze the increasing tensions between Great Britain and the American colonists. • Explain why and how the colonists objected to being taxed by the British Parliament. • Create a time line of events leading up to the American Revolution. • Compare/contrast the differences in the beliefs of the Patriots and Loyalists.

- Identify and explain key principals, beliefs, and ideas expressed in the four historical documents produced during this time period.
- Compare/contrast primary and secondary sources.
- Summarize New Jersey's role in the Underground Railroad.
- Create an event timeline of the battles fought in New Jersey during the Civil War and how each event contributed to the end of the Civil War.

Assessment

- Research one historical person from the American Revolution or Civil War and write a biography about the significance of the person's accomplishments.
- Research a key event that happened in New Jersey during this time period and write a newspaper article about it.
- Create a "Jeopardy" game about the American Revolution.
- Using maps, geographically explore the significance of the Battle of Trenton.
- Write a secret letter -During the Revolutionary War, British and colonial soldiers' frequently intercepted enemy mail, so the combatants used various ways of disguising messages that traveled across enemy lines. Invite students to investigate some of those methods at Spy Letters of the American Revolution. (Spy Letters of the American Revolution <http://www.clements.umich.edu/exhibits/online/spies/gallery.html>)

NJCCCS CPI

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

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

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.8: Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

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 Literacy

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 or phrases in a text relevant to a *grade 4 topic or subject area*.

RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g. charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Provide a concluding statement or section related to the information or explanation presented.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W.4.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W. 4.7 – Conduct short research projects that build knowledge about a topic.

SL.4.1: Engage effectively in range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners, on *grade 4 topics and text*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Instructional Resources

- Scott Foresman, *Social Studies, New Jersey Textbook and Teacher's Edition*
- *New Jersey Studies Weekly*
- The Nystrom Junior Geographer Atlas
- District provided Political Desk Maps
- Smart Exchange/Revolutionary War
- <http://www.barracks.org/>
- http://free.ed.gov/subjects.cfm?subject_id=19
- <http://www.state.nj.us/dep/parksandforests/historic/olddutch-wallace/odwh-home.htm>
- <http://edtech.kennesaw.edu/web/amrevol.html>
- <http://www.brainpop.com/socialstudies/>
- <http://www.teachthechildrenwell.com/index.html>
- <http://www.co.cumberland.nj.us/content/163/default.aspx>
- <http://www.britishbattles.com/battle-trenton.htm>

- <http://www.britishbattles.com/battle-princeton.htm>
- <http://www.britishbattles.com/battle-monmouth.htm>
- <http://americanhistory.pppst.com/revolution.html>
- <http://www1.center.k12.mo.us/edtech/resources/kidfriendly.html>
- <http://lcweb2.loc.gov/diglib/legacies/NJ/200003296.html>
- <http://www.nps.gov/morr/index.htm>
- <http://americanrevolution.org>
- <http://www.sfsocialstudies.com/>
- American Girl/Dear America books on this time period
- Jean Fritz Revolutionary War Series
- American Girl/Dear America books on this time period
- Toliver's Secret by Esther Woods Brady
- The Secret Soldier: The Story of Deborah Sampson by Ann McGovern
- Give Me Liberty by Laura Elliot
- The American Revolution for Kids: A History with 21 Activities by Janis Herbert
- If You Lived At The Time Of The American Revolution by Kay Moore and Daniel O'Leary
- When Washington Crossed the Delaware by Lynne Cheney
- John, Paul, George, and Ben by Lane Smith
- Independent Dames by Laurie Halse Anderson
- The Signers: The 56 Stories Behind the Declaration of Independence by Dennis Brindell Fradin

Grade 4: A NEW NATION

Essential Questions	Enduring Understandings	Content	Skills	Assessment	NJCCCS CPI	Common Core Literacy
<ul style="list-style-type: none"> When and why should we defend our beliefs? What was the role of New Jersey (people and places) in the Revolutionary War? How did the American Revolution impact the people and how did it form the United States? What do freedom and independence mean as a member of our society? 	<ul style="list-style-type: none"> Past events help our understanding of change, beliefs, and decision about current issues in our society. The study of multiple cultures, perspectives and beliefs help our understanding of decisions made in a global community. 	<ul style="list-style-type: none"> Role of NJ in the development of a new nation Foundations for a new government/ ideals of American democracy (Mayflower Compact, Declaration of Independence, the United States and New Jersey Constitutions) The Constitution as a framework The Bill of Rights and individual liberties Key individuals/ groups from New Jersey who helped strengthen democracy in the U.S. Individuals and groups protected by rights and freedoms 	<ul style="list-style-type: none"> Analyze the increasing tensions between Great Britain and the American colonists. Explain why and how the colonists objected to being taxed by the British Parliament. Create a time line of events leading up to the American Revolution. Compare/contrast the differences in the beliefs of the Patriots and Loyalists. Identify and explain key principals, beliefs, and ideas expressed in the four 	<ul style="list-style-type: none"> Research one historical person from the American Revolution or Civil War and write a biography about the significance of the person's accomplishments. Research a key event that happened in New Jersey during this time period and write a newspaper article about it. Create a "Jeopardy" game about the American Revolution. Using maps, geographically explore the significance of the Battle of Trenton. Write a secret letter -During the Revolutionary War, British and 	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic s or subject area</i>.</p> <p>RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts,</p>

Grade 4: A NEW NATION

		<ul style="list-style-type: none"> • Basic rights/responsibilities of citizens to participate in U.S., New Jersey, and local government (voting, jury duty, community service) • The branches of New Jersey and local government (checks and balances, parallels to federal system) • The process for electing or appointing government officials 	<p>historical documents produced during this time period.</p> <ul style="list-style-type: none"> • Compare/contrast primary and secondary sources. • Summarize New Jersey's role in the Underground Railroad. • Create an event timeline of the battles fought in New Jersey during the Civil War and how each event contributed to the end of the Civil War. 	<p>colonial soldiers' frequently intercepted enemy mail, so the combatants used various ways of disguising messages that traveled across enemy lines. Invite students to investigate some of those methods at Spy Letters of the American Revolution. (Spy Letters of the American Revolution http://www.clem.ents.umich.edu/exhibits/online/spies/gallery.html)</p>	<p>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.</p> <p>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.</p> <p>6.1.4. A.9: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</p> <p>6.1.4. A.12: Explain the process of creating change at the local, state, or national level.</p> <p>6.1.4. D.4: Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>6.1.4. D.5: Relate key</p>	<p>or information in a text or part of a text.</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g. charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or
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Grade 4: A NEW NATION

					<p>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.</p> <p>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.</p> <p>6.1.4. D.8: Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p> <p>6.3.4. A.1: Evaluate what makes a good rule or law.</p> <p>6.3.4. A.2: Contact local officials and community members to acquire information and/or discuss local issues.</p>	<p>other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>W.4.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient</p>
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Grade 4: A NEW NATION

						<p>command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W. 4.7 – Conduct short research projects that build knowledge about at topic.</p> <p>SL.4.1: Engage effectively in range of collaborative discussions (one-on-one , in groups, and teacher led) with diverse partners, on <i>grade 4 topics and text</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none">Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.Follow agreed-upon rules for discussions and carry out assigned roles.Pose and respond to specific
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Grade 4: A NEW NATION

						<p>questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
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Social Studies

Grade 5

South Orange & Maplewood School District
Social Studies Curriculum
Grades 3-5

Standard 6.1 U. S. History: America in the World		Grade 5
Era: Three Worlds Meet		
Essential Questions	Enduring Understandings	
What effect do the past and present interactions of people and cultures have on the way the American heritage developed?	<ul style="list-style-type: none"> Forms of government, belief systems, and family structures influence the American Heritage. Migration patterns of Native American groups affected interactions in different regions of the Western Hemisphere. Geographic and resource availability impacted exploration, trade, innovation, and politics. 	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p><u>Strand A – Civics, Government, and Human Rights</u></p> <p><u>Content</u></p> <p>Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</p> <p>European exploration expanded global, economic, and cultural exchange into the Western Hemisphere</p> <p><u>CPI</u></p> <p>6.1.8.A.1.a</p> <p><u>CCCS</u></p> <p>RI.5.3</p> <p>RI.5.4</p> <p>W.5.2</p> <p>SL.5.4</p>	<p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Research governance, belief systems, and family structures among African, European, and Native American groups. In small groups, assign roles representing each group and write about and then tell the stories of each group using personal narrative. Read the biography of a historical figure that influenced the thinking of settlers / colonists with regard to the treatment of others during this time period. Pair with a partner (interviewee / interviewer) to interview this historical figure and write a news article based on the interview. <p><u>Sample Assessments</u></p> <p><i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Color code a map of North America labeling the names of the Native American cultural regions and the natural resources found there. <p><u>Resources</u></p> <ul style="list-style-type: none"> Houghton Mifflin Harcourt, <i>The United States</i>, (2010) Houghton Mifflin Harcourt, <i>Reading Support and Intervention</i>, (2010) Nystrom Atlas <i>USA Studies Weekly – Ancient American to the Present</i> <i>Colonial Life (National Geographic)</i> <i>Two Cultures Meet (National Geographic)</i> <i>Expeditions in the America (National Geographic)</i> http://socialstudiesforkids.com http://www.teachinghistory.org/ http://thinkfinity http://www.njamistadcurriculum.com/ 	

South Orange & Maplewood School District
Social Studies Curriculum
Grades 3-5

Strand B-Geography, People, and the Environment

Content

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

CPI

6.1.8.B.1.a

6.1.8.B.1.b

CCCS

RI.5.3

W.5.2

SL.5.4

Instructional Guidance

To assist in meeting this CPI, students may:

- Create a map depicting migration patterns of Native American groups. Include elements that influenced migration such as trade, resources, and geographic influencers.
- Design a plan depicting a Colonial Village. Include the foundational elements needed for the community to survive and thrive. Support the design in written form using sound reasoning for the inclusion of all elements of the plan.
- Using primary and secondary sources, conduct research of resources that were available to settlers of the New England, Middle, Southern, and English West Indian Colonies, and the influences those resources had on the establishment of what has become known as Triangular (or Triangle) Trade Based on the findings, describe the introduction of slavery into America through creation of character journals, artwork, digital presentations, resource/event timelines, or other demonstration of learning.

Sample Assessments

To show evidence of meeting this CPI, students may complete the following assessment:

- Write a journal entry from the point of view of a Native American from one specific tribe. Describe how you have adapted to life in your cultural region.

Resources

- Houghton Mifflin Harcourt, *The United States*, (2010)
- Houghton Mifflin Harcourt, *Reading Support and Intervention*, (2010)
- Nystrom Atlas
- *USA Studies Weekly – Ancient American to the Present*
- *Colonial Life* (National Geographic)
- *Two Cultures Meet* (National Geographic)
- *Expeditions in the America* (National Geographic)
- <http://socialstudiesforkids.com>
- <http://www.teachinghistory.org/>
- <http://www.njamistadcurriculum.com/>
- <http://www.nmai.si.edu/home>
- http://www.info.com/American_History/Native_Americans.html
- www.mydiscoverryeducation.com
- <http://brainpop.com>
- <http://www.history.com/topics/exploration-of-north-america.com>

South Orange & Maplewood School District
Social Studies Curriculum
Grades 3-5

Strand C-Economics, Innovation, and Technology

Content

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.

CPI

6.1.8.C.1.a

6.1.8.C.1.b

CCCS

RI.5.3

W.5.2

SL.5.4

Instructional Guidance

To assist in meeting this CPI, students may:

- Using maps and other geographic tools, locate and analyze the routes used by the explorers.
- Explain how advances in technology lead to an increase in exploration (e.g. ship technology)
- Describe the challenges faced by European explorers.
- Analyze and create a web of the effects of exploration.
- Determine reasons for the exploration of North America (e.g., religious, economic, political)

Sample Assessments

To show evidence of meeting this CPI, students may complete the following assessment:

- Write a letter to a wealthy sponsor from the perspective of an explorer explaining your reasons for exploration. Include in the letter what you will need from them.

Resources

- Houghton Mifflin Harcourt, *The United States*, (2010)
- Houghton Mifflin Harcourt, *Reading Support and Intervention*, (2010)
- Nystrom Atlas
- *USA Studies Weekly – Ancient American to the Present*
- *Colonial Life* (National Geographic)
- *Two Cultures Meet* (National Geographic)
- *Expeditions in the America* (National Geographic)
- <http://socialstudiesforkids.com>
- <http://www.teachinghistory.org/>
- <http://www.njamistadcurriculum.com/>
- <http://www.nmaj.si.edu/home>
- http://www.info.com/American_History/Native_Americans.html
- www.mydiscoverryeducation.com
- <http://brainpop.com>
- <http://www.history.com/topics/exploration-of-north-america.com>

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<p><u>Strand D-History, Culture, and Perspective</u></p> <p><u>Content</u> Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</p> <p>European exploration expanded global, economic, and cultural exchange into the Western Hemisphere.</p> <p><u>CPI</u> 6.1.8.D.1.a 6.1.8.D.1.b 6.1.8.D.1.c</p> <p><u>CCCS</u> RI.5.3 RI.5.4 W.5.2 W.5.7 W.5.8 SL.5.4</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Compare and contrast voluntary migration of those people who arrived in North America like the explorers, and settlers, and the involuntary migration of different groups of people who were brought to North America as enslaved people, or the Native Americans who were enslaved or forced to move to new territory. Write a journal entry from the perspective of someone from each of these groups that describes the life they led. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Research one of the thirteen colonies. Use research for a presentation in one of the following ways: class travel guide, brochure, advertisement, or digital presentation. <p><u>Resources</u></p> <ul style="list-style-type: none"> • Houghton Mifflin Harcourt, <i>The United States</i>, (2010) • Houghton Mifflin Harcourt, <i>Reading Support and Intervention</i>, (2010) • Nystrom Atlas • <i>USA Studies Weekly-Ancient American to the Present</i> • <i>Expeditions In the America (National Geographic)</i> • http://socialstudiesforkids.com • http://www.teachinghistory.org/ • http://www.njamistadcurriculum.com/ • http://www.nmai.si.edu/home • http://www.info.com/American_History/Native_Americans.html • www.mydiscoverryeducation.com • http://brainpop.com • http://www.history.com/topics/exploration-of-north-america.com • http://www.scholastic.com • http://www.plimoth.org • http://www.historyisfun.org/jamestown-settlement.htm
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Standard 6.1 U.S. History: America in the World		Grade 5
Era: Colonization and Settlement (1585 – 1763)		
Essential Questions	Enduring Understandings	
<p>What impact did exploration, colonization and settlement have on the North American continent?</p> <p>How and why did slavery influence the American heritage?</p>	<ul style="list-style-type: none"> Race, gender, status, religious beliefs and freedoms, had an effect on the evolution of American political opportunities and structures. Settlement patterns were influenced by society, economics, natural resources, geography, and cultural differences. The power struggle among European countries impacted people living in Europe and the Americas. There were moral as well as economic influences on the American heritage directly correlated to The Triangle Trade. 	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p><u>Strand A – Civics, Government, and Human Rights</u></p> <p><u>Content</u></p> <p>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems</p> <p>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.</p> <p><u>CPI</u></p> <p>6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c</p> <p><u>CCCS</u></p> <p>RI.5.3 RI.5.4 W.5.2 SL.5.4</p>	<p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Using primary and secondary sources, conduct research of resources that were available to settlers of the New England, Middle, Southern, and English West Indian Colonies, and the influences those resources had on the establishment of what has become known as Triangular (or Triangle) Trade Based on the findings, describe the introduction of slavery into America through creation of character journals, artwork, digital presentations, resource/event timelines, or other demonstration of learning. Gather information about the life of enslaved people in the colonies. Create a chart that includes economic reasons for slavery in the colonies, and the influence that economy had on slave owners versus those on the enslaved people themselves. Read accounts of events, customs and beliefs that influenced the writing of the Declaration of Independence. Use this information to write a report using primary and secondary sources that describes for the reader the challenges that the Continental Congress had in deciding whether or not to sign the Declaration. <p><u>Sample Assessments</u></p> <p><i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. 	

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	<p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>The United States</i>, Houghton Mifflin Harcourt (2010) • Houghton Mifflin Harcourt, <i>Reading Support and Intervention</i>, (2010) • Nystrom Atlas • <i>USA Studies Weekly – Ancient American to the Present</i> • <i>Colonial Life</i> (National Geographic) • <i>Two Cultures Meet</i> (National Geographic) • <i>Expeditions in the America</i> (National Geographic) • http://socialstudiesforkids.com • http://www.teachinghistory.org/ • http://www.njamistadcurriculum.com/ • http://www.nmai.si.edu/home • http://www.info.com/American_History/Native_Americans.html • www.mydiscoverryeducation.com • http://brainpop.com • http://www.history.com/topics/exploration-of-north-america.co
<p><u>Strand B-Geography, People, and the Environment</u></p> <p><u>Content</u></p> <p>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems</p> <p>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.</p> <p><u>CPI</u> 6.1.8.B.2.a 6.1.8.B.2.b</p> <p><u>CCCS</u> RI.5.3 RI.5.4 W.5.2 SL.5.4</p>	<p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • In small groups, create a map depicting European land claims in North America (Spain, England, French), color coded by country that includes location, government, religion, and means of economic stability for each country. Make group presentations explaining the similarities and differences among the colonies governed by each country. • Read excerpts from John Newton's "Journal of a Slave Trader", "The Interesting Narrative of the Life of Olaudah Equiano", and "Profits from the Slave Trade". Using what you have read, create a dialogue with a partner, between Olaudah Equiano and John Newton, that might have taken place if they had met in 1789, after Newton became an abolitionist. Present your dialogue to the class. <p><u>Sample Assessments</u></p> <p><i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Write about the factors that impacted emigration, settlement patterns, and regional identities of the colonies. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>The United States</i>, Houghton Mifflin Harcourt (2010) • Houghton Mifflin Harcourt, <i>Reading Support and Intervention</i>, (2010) • Nystrom Atlas • <i>USA Studies Weekly – Ancient American to the Present</i> • <i>Colonial Life</i> (National Geographic) • <i>Two Cultures Meet</i> (National Geographic) • <i>Expeditions in the America</i> (National Geographic)

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	<ul style="list-style-type: none"> • http://socialstudiesforkids.com • http://www.teachinghistory.org/ • http://www.njamistadcurriculum.com/ • http://www.nmai.si.edu/home • http://www.info.com/American_History/Native_Americans.html • www.mydiscoverryeducation.com • http://brainpop.com • http://www.history.com/topics/exploration-of-north-america.co
<p><u>Strand C-Economics, Innovation, and Technology</u></p> <p><u>Content</u></p> <p>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems</p> <p>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.</p> <p><u>CPI</u></p> <p>6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c</p> <p><u>CCCS</u></p> <p>RI.5.3 RI.5.4 W.5.2 SL.5.4</p>	<p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Analyze the power struggle among Europeans countries, and determine its impact on people living in Europe and the Americas. • Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. • Analyze the impact of triangular trade on multiple nations and groups. <p><u>Sample Assessments</u></p> <p><i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Research the effects of triangular trade on Africans and Europeans. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>The United States</i>, Houghton Mifflin Harcourt (2010) • Houghton Mifflin Harcourt, <i>Reading Support and Intervention</i>, (2010) • Nystrom Atlas • <i>USA Studies Weekly – Ancient American to the Present</i> • <i>Colonial Life (National Geographic)</i> • <i>Two Cultures Meet (National Geographic)</i> • <i>Expeditions in the America (National Geographic)</i> • http://socialstudiesforkids.com • http://www.teachinghistory.org/ • http://www.njamistadcurriculum.com/ • http://www.nmai.si.edu/home • http://www.info.com/American_History/Native_Americans.html • www.mydiscoverryeducation.com • http://brainpop.com • http://www.history.com/topics/exploration-of-north-america.co

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<p><u>Strand D-History, Culture, and Perspective</u></p> <p><u>Content</u> The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems</p> <p>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.</p> <p><u>CPI</u> 6.1.8.D.2.a 6.1.8.D.2.b</p> <p><u>CCCS</u> RI.5.3 RI.5.4 W.5.2 SL.5.4</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Compare and contrast voluntary migration of those people who arrived in North America like the explorers, and settlers, and the involuntary migration of different groups of people who were brought to North America as enslaved people, or the Native Americans who were enslaved or forced to move to new territory. Write a journal entry from the perspective of someone from each of these groups that describes the life they led. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Analyze and write about the power struggle among European countries, and determine its impact on people living in Europe and the Americas. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>The United States</i>, Houghton Mifflin Harcourt (2010) • Houghton Mifflin Harcourt, <i>Reading Support and Intervention</i>, (2010) • Nystrom Atlas <i>USA Studies Weekly – Ancient American to the Present</i> • <i>Colonial Life</i> (National Geographic) • <i>Two Cultures Meet</i> (National Geographic) • <i>Expeditions in the America</i> (National Geographic) • http://socialstudiesforkids.com • http://www.teachinghistory.org/ • http://www.njamistadcurriculum.com/ • http://www.nmai.si.edu/home • http://www.info.com/American_History/Native_Americans.html • www.mydiscoveryeducation.com • http://brainpop.com • http://www.history.com/topics/exploration-of-north-america.co
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Standard 6.1 U. S. History: America in the World		Grade 5
Era: Revolution and the New Nation (1754-1820s)		
Essential Questions	Enduring Understandings	
<p>How and why did European political issues influence the elements of the writing of the Declaration of Independence and the American Revolution?</p> <p>How were political parties formed and impact upon the formation of the United States Constitution?</p>	<p>Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p> <p>The fundamental values and principles of American democracy are expressed in the Declaration of Independence.</p>	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p><u>Strand A-Civics, Government, and Human Rights</u></p> <p><u>Content</u></p> <p>Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p> <p>The fundamental principles of the United States Constitution serve as the foundation for the United States government today.</p> <p><u>CPI</u></p> <p>6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g</p> <p><u>CCCS</u></p> <p>RI.5.3 RI.5.4 W.5.2 SL.5.4</p>	<p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> 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. In small groups 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) establishing a federal government that allows for growth and change over time. In small groups determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. Gather information about how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. Using what you have gathered, create a dialogue with a partner between two political parties that might have taken place. Present your dialogue to the class. <p><u>Sample Assessments</u></p> <p><i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Students rotate in groups to four different parts of the classroom. Each part will display one of the four main sections of the Declaration of Independence. Students will interpret each section in written or visual form. Conduct a town meeting where the Patriots, Loyalists, and Neutralists each present their views on declaring independence. 	

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Resources

- *The United States*, Houghton Mifflin Harcourt (2010)
- Houghton Mifflin Harcourt, *Reading Support and Intervention*, (2010)
- Nystrom Atlas
- *USA Studies Weekly-Ancient America to the Present*
- *Spirit New Nation* (National Geographic)
- *Divided Loyalties* (National Geographic)
- *Fight for Freedom* (National Geographic)
- *Road to Revolution* (National Geographic)
- <http://socialstudiesforkids.com>
- <http://www.teachinghistory.org/>
- New Jersey Amistad Online Curriculum
<http://www.njamistadcurriculum.com/>
- Thinkfinity www.thinkfinity.org/
- Charters of Freedom Exhibit, Declaration of Independence,
<http://www.archives.gov/exhibits/charters/declaration.html>
- Charters of Freedom exhibit, Constitution
<http://www.archives.gov/exhibits/charters/constitution.html>
- Charters of Freedom exhibit, Bill of Rights
http://www.archives.gov/exhibits/charters/bill_of_rights.html
- Questions and Answers about the Constitution
http://www.archives.gov/exhibits/charters/constitution_q_and_a.html
- Constitution Day Workshop
<http://www.archives.gov/education/lessons/constitution-workshop/index.html>
- Charters of Freedom exhibit, Constitution
<http://www.archives.gov/exhibits/charters/constitution.html>
- Meet the Founding Fathers
http://www.archives.gov/exhibits/charters/constitution_founding_fathers.html

Strand B-Geography, People, and the Environment

Content

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 for the United States government today.

Instructional Guidance

To assist in meeting this CPI, students may:

- Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of American colonies.
- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcomes of the American Revolutionary War.
- Explain why New Jersey's location played an important role in the American Revolution.

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<p><u>CPI</u> 6.1.8.B.3.a 6.1.8.B.3.b 6.1.8.B.3.c 6.1.8.B.3.d</p> <p><u>CCCS</u> RI.5.3 RI.5.4 W.5.2 SL.5.4</p>	<p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Construct and annotate a timeline showing the events leading to the American Revolution. • Write a news report from a major event in the American Revolution describing what is happening, why it is happening, and why this could be an important event. • Make a scrapbook page from the perspective of a prominent individual or a group (women, African Americans, Native American) who played a role in the Revolutionary War. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>The United States</i>, Houghton Mifflin Harcourt (2010) • <i>Reading Support and Intervention</i>, Houghton Mifflin Harcourt (2010) • Nystrom Atlas • <i>USA Studies Weekly-Ancient America to the Present</i> • <i>Spirit New Nation (National Geographic)</i> • <i>Divided Loyalties (National Geographic)</i> • <i>Fight for Freedom (National Geographic)</i> • <i>Road to Revolution (National Geographic)</i> • Social Studies for Kids http://socialstudiesforkids.com • Teaching History http://www.teachinghistory.org/ • New Jersey Amistad Online Curriculum http://www.njamistadcurriculum.com/ • Thinkfinity www.thinkfinity.org/ • Charters of Freedom Exhibit, Declaration of Independence, http://www.archives.gov/exhibits/charters/declaration.html • Charters of Freedom exhibit, Constitution http://www.archives.gov/exhibits/charters/constitution.html • Charters of Freedom exhibit, Bill of Rights http://www.archives.gov/exhibits/charters/bill_of_rights.html • Questions and Answers about the Constitution http://www.archives.gov/exhibits/charters/constitution_q_and_a.html • Constitution Day Workshop http://www.archives.gov/education/lessons/constitution-workshop/index.html • Charters of Freedom exhibit, Constitution http://www.archives.gov/exhibits/charters/constitution.html • Meet the Founding Fathers http://www.archives.gov/exhibits/charters/constitution_founding_fathers.html
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<p><u>Strand C- Economics, Innovation, and Technology</u> <u>Content</u> Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p> <p>The fundamental principles of the United States Constitution serve as the foundation for the United States government today.</p> <p><u>CPI</u> 6.1.8.C.3.a 6.1.8.C.3.b 6.1.8.C.3.c</p> <p><u>CCCS</u> RI.5.3 RI.5.4 W.5.2 SL.5.4</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies. • Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Create a sign, song, or political cartoon protesting taxation. • Analyze why Britain began to enact harsher trade law and taxes. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>The United States</i>, Houghton Mifflin Harcourt (2010) • <i>Reading Support and Intervention</i>, Houghton Mifflin Harcourt (2010) • Nystrom Atlas • <i>USA Studies Weekly-Ancient America to the Present</i> • <i>Spirit New Nation (National Geographic)</i> • <i>Divided Loyalties (National Geographic)</i> • <i>Fight for Freedom (National Geographic)</i> • <i>Road to Revolution (National Geographic)</i> • http://socialstudiesforkids.com • http://www.teachinghistory.org/ • New Jersey Amistad Online Curriculum http://www.njamistadcurriculum.com/ • Thinkfinity www.thinkfinity.org/ • Images of the American Revolution http://www.archives.gov/research/american-revolution/pictures/index.html • Franklin Sheet from the 4th Edition of the Map of the British Colonies in North America with the Roads, Distances, Limits and Extent of the Settlements , 1775 http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2485233
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<p><u>Strand D-History, Culture, and Perspectives</u></p> <p><u>Content</u> Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p> <p>The fundamental principles of the United States Constitution serve as the foundation for the United States government today.</p> <p><u>CPI</u> 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.c 6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.D.3.f 6.1.8.D.3.g</p> <p><u>CCCS</u> RI.5.3 RI.5.4</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. • Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. • Investigate the impact of George Washington as general of the American revolutionary forces and as the first president of the United States. • Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. • 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 how these groups were impacted by the war. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Describe the main idea of the four parts of the Declaration of Independence. • Explain the contributions of George Washington. • Identify the role and viewpoint of groups directly affected by the American Revolution. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>The United States</i>, Houghton Mifflin Harcourt (2010) • <i>Reading Support and Intervention</i>, Houghton Mifflin Harcourt (2010) • Nystrom Atlas • <i>USA Studies Weekly-Ancient America to the Present</i> • <i>Spirit New Nation (National Geographic)</i> • <i>Divided Loyalties (National Geographic)</i> • <i>Fight for Freedom (National Geographic)</i> • <i>Road to Revolution (National Geographic)</i> • http://socialstudiesforkids.com • http://www.teachinghistory.org/ • New Jersey Amistad Online Curriculum http://www.njamistadcurriculum.com/ • Thinkfinity www.thinkfinity.org/ • Questions and Answers about the Constitution http://www.archives.gov/exhibits/charters/constitution_q_and_a.html
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Standard 6.2 World History/ Global Studies		Grade 5
Era: Expanding Exchanges and Encounters (500 CE – 1450 CE)		
Essential Questions	Enduring Understandings	
What impact did society, physical geography, religion, and cultural beliefs have on the way rulers governed?	People from these areas created centralized systems of government and advanced societies.	
How did this change as territories expanded across continents?	Throughout history, new thoughts and ideas have led to changes in society.	
	Societies are diverse and change over time.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<u>Strand A – Civics, Government, and Human Rights</u> <u>Content</u> The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. <u>CPI</u> 6.2.8.A.4.a 6.2.8.A.4.c <u>CCCS</u> RI.5.3 RI.5.4 W.5.2 SL.5.4	<u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i> <ul style="list-style-type: none"> Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions. <u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i> <ul style="list-style-type: none"> Identify, describe, evaluate and synthesize the essential ideas of informational texts. <u>Resources</u> <ul style="list-style-type: none"> <i>The United States</i>, Houghton Mifflin Harcourt (2010) <i>Reading Support and Intervention</i>, Houghton Mifflin Harcourt (2010) <i>USA Studies Weekly-Ancient America to the Present</i> <i>Spirit New Nation (National Geographic)</i> <i>Divided Loyalties (National Geographic)</i> <i>Fight for Freedom (National Geographic)</i> <i>Road to Revolution (National Geographic)</i> www.archives.gov/northeast/nyc - Compiled by the National Archives at New York City History Teacher http://www.historyteacher.net – features many research links and curriculum resource for Global Studies, U.S. History History.com http://www.histroy.co.uk/home.html and http://www.history.com – Study guides and activities, ideas from teachers, special exhibits, speech archives, discussion, and “This Day in History” The History Guide http://www.historyguide.org/resources.html - links to relevant primary sources 	

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Strand B-Geography, People, and the Environment

Content

The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.

The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.

While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

CPI

6.2.8.B.4.a
6.2.8.B.4.b
6.2.8.B.4.c
6.2.8.B.4.e
6.2.8.B.4.h

CCCS

RI.5.3
RI.5.4
W.5.2
SL.5.4

Instructional Guidance

To assist in meeting this CPI, students may:

- Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
- Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communications, and the development of international trade centers.
- Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.
- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
- Explain how the locations, land forms, and climates of Mexico, Central America, and South Africa affected the development of Mayan, Aztec, and Incan societies, cultures, and economics.

Sample Assessments

To show evidence of meeting this CPI, students may complete the following assessment:

- Compare and contrast the environmental impacts that are presented locally and globally due to technological changes, human activities and social/political policies.
- Analyze the effect geography had on early civilizations in the Western Hemisphere.

Resources

- *The United States*, Houghton Mifflin Harcourt (2010)
- *Reading Support and Intervention*, Houghton Mifflin Harcourt (2010)
- Nostrum Atlas
- *USA Studies Weekly-Ancient America to the Present*
- *Spirit New Nation (National Geographic)*
- *Divided Loyalties (National Geographic)*
- *Fight for Freedom (National Geographic)*
- *Road to Revolution (National Geographic)*

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<p><u>Strand C-Economics, Innovation, and Technology</u></p> <p><u>Content</u></p> <p>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> <p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p> <p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</p> <p><u>CPI</u></p> <p>6.2.8.C.4.a 6.2.8.C.4.b 6.2.8.C.4.c 6.2.8.C.4.d</p> <p><u>CCCS</u></p> <p>RI.5.7 RI.5.9 W.5.7 SL.5.1</p>	<p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization. • Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas. • Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class. • Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa. <p><u>Sample Assessments</u></p> <p><i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Analyze the interaction between the colonists and Native Americans which resulted in trade, alliances, cultural exchanges and conflicts, including the effects of the Columbian Exchange. • Summarize the goals and achievements of European exploration that impacted growth in the new world. <p><u>Resources</u></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>The United States</i>, Houghton Mifflin Harcourt (2010) • <i>Reading Support and Intervention</i>, Houghton Mifflin Harcourt (2010) • <i>USA Studies Weekly-Ancient America to the Present</i> • www.archives.gov/northeast/nyc - Compiled by the National Archives at New York City • History Teacher http://www.historyteacher.net – features many research links and curriculum resource for Global Studies, U.S. History • History.com http://www.history.com and http://www.histroy.co.uk/home.html and http://www.history.com – Study guides and activities, ideas from teachers, special exhibits, speech archives, discussion, and “This Day in History” • The History Guide http://www.historyguide.org/resources.html - links to relevant primary sources
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Strand D-History, Culture, and Perspective

Content

The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.

The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.

While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

CPI

6.2.8.D.4.a
6.2.8.D.4.b
6.2.8.D.4.c
6.2.8.D.4.e
6.2.8.D.4.j

CCCS

RI.5.7
RI.5.9
W.5.7
SL.5.1

Instructional Guidance

To assist in meeting this CPI, students may:

- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- Analyze how religion both unified and divided people.
- Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- Assess the demographic, economic, and religious impact of the plague on Europe.
- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Sample Assessments

To show evidence of meeting this CPI, students may complete the following assessment:

- Explain how contact between different populations had both positive and negative political, economic, and cultural consequences.

Resources

- *The United States*, Houghton Mifflin Harcourt (2010)
- *Reading Support and Intervention*, Houghton Mifflin Harcourt (2010)
- Nystrom Atlas
- *USA Studies Weekly-Ancient America to the Present*
- www.archives.gov/northeast/nyc - Compiled by the National Archives at New York City
- History Teacher <http://www.historyteacher.net> – features many research links and curriculum resource for Global Studies, U.S. History
- History.com <http://www.histroy.co.uk/home.html> and <http://www.history.com> – Study guides and activities, ideas from teachers, special exhibits, speech archives, discussion, and “This Day in History”
- The History Guide <http://www.historyguide.org/resources.html> - links to relevant primary sources

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Standard 6.3		Grade 5
Strand A: Civics, Government, and Human Rights		
Essential Questions	Enduring Understandings	
How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	Active citizens exercise their rights and responsibilities by participating in democratic processes.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p>Content</p> <p>Listening open-mindedly to views contrary to one's own</p> <p>Understanding democratic values and processes</p> <p>Critically analyzing media to assess different viewpoints and detect bias, opinion, and stereotypes</p> <p>Recognizing that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences</p>	<p>Instructional Guidance</p> <p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Create a blog or voice thread about a controversial issue that is of concern. Invite people to post their ideas and facilitate a discussion of opposing views. • Review previous state or local public questions using an organizer to record important information about the types of projects, the purpose of each, and cost and if approved. • Examine special interest websites, news articles, and videos to determine the various stakeholders' perspectives or interview representatives from special interest groups to gain firsthand knowledge about their perspectives. • Select a public question that was approved in a previous election. Evaluate the effectiveness of the program by determining if it met its goals. Analyze the impact that it had on the people and /or local community by reading relevant data, news articles, and interviewing representatives from special interest groups. 	
<p>CPI</p> <p>6.3.8.A.1</p> <p>Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p>	<p>Sample Assessments</p> <p><i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Investigate the most important and relevant issues in an upcoming campaign and decide upon an issue that you would like to debate. If there is a question on the ballot, become familiar with the process by which questions are added to the ballot. Work in groups to collect relevant data, interview stakeholders, and conduct surveys to gain an understanding of both sides of the issue. Research similar issues to determine the historical implications of their acceptance or rejection. • Develop a strategic plan as a group in preparation to debate the selected public issue and assign individual tasks. Construct oral and written arguments based on evidence and develop support materials. Prepare questions for the opposition. The debate may be televised on a local cable channel. 	

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	<p><u>Resources</u></p> <ul style="list-style-type: none"> • <u>State of New Jersey Division of Elections</u> provides links to New Jersey State Public Questions. • <u>Ballotpedia</u> is a free, collaborative, online encyclopedia about elections, ballot measures and access, petitions and ballot law, recalls, school and local ballot measures, and state legislatures. Note that this site is a wiki which means anyone can post information. • <u>Issue Guide Exchange</u> is a free, online resource for people to learn about and discuss issues related to community action projects.
<p><u>Content</u> Understanding democratic values and processes</p> <p>Listening open-mindedly to views contrary to one's own</p> <p>Critically analyzing media to assess different viewpoints and detect bias, opinion, and stereotypes</p> <p>Recognizing that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences</p> <p><u>CPI</u></p> <p>6.3.8.A.2 Participate in a real or 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).</p> <p><u>CCCS</u> RI.5.7</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Investigate the procedures for developing a legislative proposal. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Participate in a simulated hearing about a legislative proposal in a local community. Contact a member of the appropriate legislative group to discuss the proposal (either in person or via Skype) and ask for feedback. Visit <u>Our Courts</u> for guidance on this topic. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>The United States</i>, Houghton Mifflin Harcourt (2010) • <i>Reading Support and Intervention</i>, Houghton Mifflin Harcourt (2010) • Nystrom Atlas • <i>USA Studies Weekly-Ancient America to the Present</i> • <u>New Jersey Legislature</u> provides information about the New Jersey Legislative branch and past and present bills and committees. Students can view live proceedings at this site.

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<u>Content</u>	<u>Instructional Guidance</u>
<p>Listening open-mindedly to views contrary to one's own</p> <p>Recognizing the causes and effects of prejudice on individuals, groups, and society</p> <p>Recognizing the value of cultural diversity, as well as the potential for misunderstanding</p> <p><u>CPI</u> 6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p> <p><u>CCCS</u> RI.5.6 RI.5.7</p>	<p><i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Gather background information about the topic of gender equality, child mortality or education and investigate various points of view, including those found in different cultures. • Determine the degree to which these topics may be culturally sensitive prior to online communication. • Participate in a school-based blog about a controversial educational issue as a means to develop effective communication skills and consensus building strategies. <p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>The United States</i>, Houghton Mifflin Harcourt (2010) • <i>Reading Support and Intervention</i>, Houghton Mifflin Harcourt (2010) • Nystrom Atlas • <i>USA Studies Weekly-Ancient America to the Present</i> • <u>International Debate Education Association</u> (IDEA) develops, organizes and promotes debate and debate-related activities in communities throughout the world. • <u>SEEd Debate</u> is an online current events discussion site. Students ranging from grades 5 - 12 participate in engaging online discussion with their peers surrounding diverse news articles from around the world. • <u>Deliberating in Democracy</u> enables students to discuss important topics with other students from places such as Azerbaijan, Czech Republic, Estonia, Lithuania, Republic of Macedonia, Romania, Russia, Serbia and Ukraine. • <u>Voices of Youth</u> is a free, collaborative space where students can explore and discuss issues related to human rights and social change. • <u>Taking it Global</u> provides an online community for youth interested in global issues and making positive change.

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Standard 6.3		Grade 5
Strand B Geography, People, and the Environment		
Essential Questions	Enduring Understandings	
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.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p>Content Understanding democratic values and processes</p> <p>Making informed and reasoned decisions</p> <p>Recognizing that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences</p> <p>Listening open-mindedly to views contrary one's own</p> <p>CPI</p> <p>6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.</p> <p>CCCS RI.5.7 W.5.7</p>	<p>Instructional Guidance <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> • Research the historical significance of eminent domain and analyze relevant issues. Consider varying perspectives and conflicting points when conducting research before making any conclusions. • Debate the validity and effectiveness of past eminent domain decisions. • Read blogs written about land use issues in New Jersey and determine to what degree the information is factual and /or biased. • Contact a community official from a place that recently resolved a land use issue. Determine the impact of the decision that was made. • <u>Green Acres</u> provides stories about who did /did not benefit from the program. <p>Sample Assessments <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> • Investigate a relevant land use issue that you think could be resolved. Conduct research: gather data, interview stakeholders, contact experts, and survey people to gain an understanding of the issue from multiple perspectives. Make recommendations for an alternative land use plan and submit to the appropriate legislative office for consideration and feedback. <p>Resources</p> <ul style="list-style-type: none"> • <u>Public Lands: Preserve or Develop</u> was created by National Geographic Society. • <u>Bill of Rights Lesson Plan</u> links to recent Supreme Court cases regarding land use. 	

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Standard 6.3		Grade 5
Strand C		
Essential Questions	Enduring Understandings	
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.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p>Content Understanding democratic values and processes</p> <p>CPI 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.</p> <p>CCCS RI.5.7 W.5.8 SL.5.6</p>	<p>Instructional Guidance <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Read local blogs and recent articles in the media to gain an understanding about various viewpoints regarding budget priorities. <p>Sample Assessments <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Interview local officials and community members about the most important issues related to an upcoming budget vote. Work in small groups to create a public service announcement to inform community members. Submit video to the local television station for broadcasting. <p>Resources</p> <ul style="list-style-type: none"> <u>Ad Council</u> provides examples of public service announcements. <u>PSA Production Process</u> provides steps for creating a Public Service Announcement. 	

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Standard 6.3		Grade 5
Strand D. History, Culture, and Perspective		
Essential Questions	Enduring Understandings	
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.	
Content and Cumulative Progress Indicators (CPIs)	Classroom Applications	
<p><u>Content</u> Understanding democratic values and processes</p> <p>Listening open-mindedly to views contrary to one's own</p> <p><u>CPI</u> 6.3.8.D.1 Engage in democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p><u>CCCS</u> RI.5.7 RI.5.9 W.5.7 SL.5.1</p>	<p><u>Instructional Guidance</u> <i>To assist in meeting this CPI, students may:</i></p> <ul style="list-style-type: none"> Investigate the procedures that are commonly followed in a legislative hearing, judicial proceeding or election. Research the candidates' platforms in an upcoming election. Attend a debate between candidates running for a position in your local community (school board position, community official, etc.). Listen to <u>Capitol Hearings</u> that provides live audio feeds of congressional hearings. <p><u>Sample Assessments</u> <i>To show evidence of meeting this CPI, students may complete the following assessment:</i></p> <ul style="list-style-type: none"> Participate in a simulated congressional hearing following the format provided by the "We the People" program (see Resources). Work in cooperative teams and present statements before a panel of community representatives and respond to their questions. <p><u>Resources</u></p> <ul style="list-style-type: none"> <u>Legislators in the Classroom: Teaching Democracy Appreciation</u> <u>A Legislative Appropriations Committee Simulation</u> was created by the National Council of State Legislatures. <u>The National Center for Civic Action</u> includes information about conducting simulated congressional hearings, videos and handouts. <u>We the People: the Citizen and the Constitution</u> provides information about conducting hearings in the classroom or as part of the NJ state competition. <u>C-Span in the Classroom</u> 	

Unit Overview
Grade 5: Exploration
Enduring Understanding
<ul style="list-style-type: none"> European exploration expanded global and economic and cultural exchange into the Western Hemisphere.
Essential Questions
<ul style="list-style-type: none"> What is the significance of the Silk Roads and exploration? Why did exploration of the Americas become important during the 1400s and 1500s? What challenges did the explorers face during the Age of Exploration? What land claims were made by the European explorers in the Americas? What were the consequences of the interactions between the Europeans and the Native Americans?
Content
<ul style="list-style-type: none"> Reasons Europeans explored and colonized the Americas and the influence of the Silk Roads Challenges faced by European explorers Land claims made by the Europeans Consequences of interactions between the Europeans and the Native Americans
Skills
<ul style="list-style-type: none"> Research and bring together information from the extended history of the Silk Roads to create a timeline of the Silk Roads. Explain reasons for exploration by the Europeans in the New World Describe the challenges faced by European explorers. Analyze the effects of exploration Identify geographical places such as continents, European countries and oceans

Assessment

- **Focus throughout the unit:** Create a timeline gathering historical evidence surrounding the Silk Roads emphasizing four time periods.
 - Write a letter to the king or queen from the perspective of an explorer explaining your reasons for exploration. Include in the letter what you will need from them.
- Or**
- Write a letter to an explorer from the perspective of a king or queen explaining why he or she will not grant the request.
 - Compare & contrast the Native American religion to European Religion and how it impacted early colonization. Include the conflicts and how they were dealt with.
 - Identify the continents, oceans and countries pertinent to the Age of Exploration and label a map showing European claims in the New World.

NJCCCS CPI

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

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.

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.

6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.

6.2.8.B.4.b: Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

6.2.8.C.4.b: Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.

6.2.8.D.4.a: Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.

Common Core Literacy

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 topics or subject area*.

RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.

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.5.9: 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 text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related

information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in #1–3 above.)

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.

Instructional Resources

- Houghton Mifflin Harcourt, *The United States*, (2010)
- Houghton Mifflin Harcourt, *Reading Support and Intervention*, (2010)
- Nystrom Atlas
- *USA Studies Weekly-Ancient American to the Present*
- *Expeditions In the America* -National Geographic
- *Eyewitness Explorer*, Ruppert Matthews
- <http://socialstudiesforkids.com>
- <http://www.teachinghistory.org/>
- <http://www.njamistadcurriculum.com/>
- <http://www.nmai.si.edu/home>
- http://www.info.com/American_History/Native_Americans.html
- www.mydiscoverryeducation.com
- <http://brainpop.com>
- <http://www.history.com/topics/exploration-of-north-america.com>
- <http://www.scholastic.com>
- <http://www.plimoth.org>
- <http://www.historyisfun.org/jamestown-settlement.htm>

Grade 5: Exploration

Essential Questions	Enduring Understandings	Content	Skills	Assessment	NJCCCS CPI	Common Core Literacy
<ul style="list-style-type: none"> What is the significance of the Silk Roads and exploration? Why did exploration of the Americas become important during the 1400s and 1500s? What challenges did the explorers face during the Age of Exploration? What land claims were made by the European explorers in the Americas? What were the consequences of the interactions between the Europeans and the Native Americans? 	<ul style="list-style-type: none"> European exploration expanded global and economic and cultural exchange into the Western Hemisphere. 	<ul style="list-style-type: none"> Reasons Europeans explored and colonized the Americas and the influence of the Silk Roads Challenges faced by European explorers Land claims made by the Europeans Consequences of interactions between the Europeans and the Native Americans 	<ul style="list-style-type: none"> Research and bring together information from the extended history of the Silk Roads to create a timeline of the Silk Roads. Explain reasons for exploration by the Europeans in the New World Describe the challenges faced by European explorers. Analyze the effects of exploration Identify geographical places such as continents, European countries and oceans 	<ul style="list-style-type: none"> Focus throughout the unit: Create a timeline gathering historical evidence surrounding the Silk Roads emphasizing four time periods Write a letter to the king or queen from the perspective of an explorer explaining your reasons for exploration. Include in the letter what you will need from them. Or Write a letter to an explorer from the perspective of a king or queen explaining why he or she will not grant the request. Compare & contrast the Native American religion to 	<p>6.1.8. A.1.a: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>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.</p> <p>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.</p> <p>6.1.8. C.1.a: Evaluate the impact of science, religion, and technology innovations on European exploration.</p> <p>6.1.8. C.1.b: Explain why individuals and</p>	<p>RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topics or subject area</i>.</p> <p>RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or</p>

Grade 5: Exploration

				<p>European Religion and how it impacted early colonization. Include the conflicts and how they were dealt with.</p> <ul style="list-style-type: none"> Identify the continents, oceans and countries pertinent to the Age of Exploration and label a map showing European claims in the New World. 	<p>societies trade, how trade functions, and the role of trade during this period.</p> <p>6.2.8. B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8. B.4.b: Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.</p> <p>6.2.8. C.4.b: Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.</p>	<p>information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.</p> <p>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.</p> <p>RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.10: By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 5 topics and texts</i>,</p>
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Grade 5: Exploration

					<p>6.2.8. D.4.a: Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.</p>	<p>building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. a-c</p> <p>SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a-d</p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in #1–3 above.)</p>
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Grade 5: Exploration

						<p>W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>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.</p>
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Unit Overview
Grade 5: Colonization
Enduring Understanding
<ul style="list-style-type: none"> • The colonists adapted ideas from their European heritage and 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 the American culture. • Disputes over political authority and economic issues contributed to a movement for independence in the colonies. • The fundamental values and principles of American democracy are expressed in the Declaration of Independence.
Essential Questions
<ul style="list-style-type: none"> • What challenges were faced by the early English settlers? • How did the various alliances affect the relationships between Europe and the colonies? • How did geography affect the development of culture in the colonial regions? • What were the effects of triangular trade on Africans and Europeans? • Why did the English colonies organize a revolution against England? • What are the main ideas in the Declaration of Independence?
Content
<ul style="list-style-type: none"> • Reasons the English settled in the New World • Challenges and successes of the early settlers • Development of the triangular trade • Effects of the triangular trade on Africans and Europeans • Causes of conflict between Britain and the colonies • Impact of tension between Britain and the colonies • Responses of different groups to key events that led to the American Revolution
Skills
<ul style="list-style-type: none"> • Describe how religion and religious conflict influenced the lives of Natives and settlers • Analyze the lifeway's and the economy of the colonies. • Describe the challenges and successes of the settlers. • Identify and analyze the triangular trade route that includes the Middle Passage and the

<p>trade of enslaved Africans.</p> <ul style="list-style-type: none"> • Make connections between the people, places, and goods/services in the triangular trade. • Analyze why Britain began to enact harsher trade laws and taxes. • Explain cause and effect relationships as they pertain to events leading to the American Revolution • Analyze the role of propaganda in the colonies • Analyze the famous illustration of the <i>Boston Massacre</i> • Compare points of view held by Patriots, Loyalists, and Neutralists. • Describe the main ideas of the four parts of the Declaration of Independence
Assessment
<ul style="list-style-type: none"> • Research Project: Research a colonial area (New England, Middle or Southern Colonies) and choose two tasks to complete. Choices include journal writing, news article, brochure, friendly letter and advertisement. • Analysis of Primary Source: Complete graphic organizer for analyzing the illustration and write an analysis of the illustration from the point of view as either a patriot or loyalist. • Construct and annotate a timeline showing the events leading to the American Revolution. • Create a political cartoon protesting taxation. • Choose one of the four main sections of the Declaration of Independence and interpret the section in written or visual form
NJCCCS CPI
<p>6.1.8. A.2.a: Determine the role of religious freedom and participatory government in various North American colonies.</p> <p>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.</p> <p>6.1.8. A.2.c: Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>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.</p> <p>6.1.8. B.2.a: Determine factors that impacted emigration, settlement patterns and regional identities of the colonies.</p> <p>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.</p>

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

6.1.8. C.3.a: Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

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.

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 Columbian Exchange on ecology, agriculture, and culture from different 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.

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.

6.1.8.D.3.a

Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and response by various groups and individuals in the North American colonies led to the American Revolution.

6.1.8. D.3.b: Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8. D.3.d: Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.2.8. C.4.d: Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.

Common Core Literacy

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 topics or subject area*.

RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.

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.5.9: 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 text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in #1–3 above.)

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.

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Instructional Resources

- Houghton Mifflin Harcourt, *The United States*, (2010)
- Houghton Mifflin Harcourt, *Reading Support and Intervention*, (2010)
- Nystrom Atlas
- *USA Studies Weekly-Ancient American to the Present*
- *Colonial Life* – National Geographic
- *Divided Loyalties* – National Geographic
- *Fight for Freedom* – National Geographic
- *Road to Revolution* – National Geographic
- <http://socialstudiesforkids.com>
- <http://www.teachinghistory.org/>
- <http://www.njamistadcurriculum.com/>
- <http://www.nmai.si.edu/home>
- http://www.info.com/American_History/Native_Americans.html
- <http://www.mydiscoverryeducation.com>
- <http://brainpop.com>
- <http://www.history.com/topics/exploration-of-north-america.com>
- <http://www.scholastic.com>
- <http://www.plimoth.org>
- <http://www.historyisfun.org/jamestown-settlement.htm>

Grade 5: Colonization

Essential Questions	Enduring Understandings	Content	Skills	Assessment	NJCCCS CPI	Common Core Literacy
<ul style="list-style-type: none"> What challenges were faced by the early English settlers? How did the various alliances affect the relationships between Europe and the colonies? How did geography affect the development of culture in the colonial regions? What were the effects of triangular trade on Africans and Europeans? Why did the English colonies organize a revolution against England? What are the main ideas in the Declaration of Independence? 	<ul style="list-style-type: none"> The colonists adapted ideas from their European heritage and 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 the American culture. Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental 	<ul style="list-style-type: none"> Reasons the English settled in the New World Challenges and successes of the early settlers Development of the triangular trade Effects of the triangular trade on Africans and Europeans Causes of conflict between Britain and the colonies Impact of tension between Britain and the colonies Responses of different groups to key events that led to the American Revolution 	<ul style="list-style-type: none"> Describe how religion and religious conflict influenced the lives of Natives and settlers Analyze the lifeway's and the economy of the colonies. Describe the challenges and successes of the settlers. Identify and analyze the triangular trade route that includes the Middle Passage and the trade of enslaved Africans. Make connections between the people, places, and goods/services in the triangular trade. Analyze why 	<ul style="list-style-type: none"> Research Project: Research a colonial area (New England, Middle or Southern Colonies) and choose two tasks to complete. Choices include journal writing, news article, brochure, friendly letter and advertisement. Analysis of Primary Source: Complete graphic organizer for analyzing the illustration and write an analysis of the illustration from the point of view as either a patriot or loyalist. Construct and annotate a timeline showing the events leading to the American Revolution Create political 	<p>6.1.8. A.2.a: Determine the role of religious freedom and participatory government in various North American colonies.</p> <p>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.</p> <p>6.1.8. A.2.c: Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>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.</p>	<p>RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topics or subject area</i>.</p>

Grade 5: Colonization

	values and principles of American democracy are expressed in the Declaration of Independence.		<p>Britain began to enact harsher trade laws and taxes.</p> <ul style="list-style-type: none"> • Explain cause and effect relationships as they pertain to events leading to the American Revolution • Analyze the role of propaganda in the colonies • Analyze the famous illustration of the <i>Boston Massacre</i> • Compare points of view held by Patriots, Loyalists, and Neutralists. 	<p>cartoon protesting taxation.</p> <ul style="list-style-type: none"> • Choose one of the four main sections of the Declaration of Independence and interpret the section in written or visual form 	<p>6.1.8. B.2.a: Determine factors that impacted emigration, settlement patterns and regional identities of the colonies.</p> <p>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.</p> <p>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.</p> <p>6.1.8. C.2.c: Analyze the impact of the triangular trade on multiple nations and groups.</p> <p>6.1.8. C.3.a: Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its</p>	<p>RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.</p> <p>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.</p> <p>RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.10: By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently</p>
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Grade 5: Colonization

					<p>North American colonies.</p> <p>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.</p> <p>6.1.8. D.1.b: Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>6.1.8.D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.</p> <p>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.</p> <p>6.1.8. D.2.b: Compare and contrast the voluntary and involuntary migratory experiences of</p>	<p>and proficiently.</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. a-c</p> <p>SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and</p>
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Grade 5: Colonization

					<p>different groups of people, and explain why their experiences differed.</p> <p>6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and response by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8. D.3.b: Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8. D.3.d: Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.2.8. C.4.d: Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.</p>	<p>convey ideas and information clearly. a-d</p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in #1–3 above.)</p> <p>W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>RH.6–8.2: Determine the central ideas or</p>
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Grade 5: Colonization

						information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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Unit Overview
Grade 5: Revolutionary War
Enduring Understanding
<ul style="list-style-type: none"> • Geography, strategy, resources, motivation and alliances directly influenced the outcome of the American Revolution. • Conflict can lead to change.
Essential Questions
<ul style="list-style-type: none"> • How did disagreements lead to the American Revolution? • Why were the colonists able to defeat the British in the Revolutionary War? • What impact did the American Revolution have on different groups living in the colonies?
Content
<ul style="list-style-type: none"> • Strengths and weaknesses of the Continental and British armies. • Role of George Washington • Perspectives of various groups living in the colonies and the effect of the war on these groups. • Differing viewpoints of Loyalists and Patriots • Effects of the Treaty of Paris on various groups • New Jersey's role in the American Revolution
Skills
<ul style="list-style-type: none"> • Identify the location of major battles and events in the American Revolution. • Label the geographic features and key events of the American Revolution in New Jersey. • Describe the characteristics and contributions of George Washington. • Describe the contributions of women, African Americans and Native Americans during the war. • Identify the role and viewpoint of groups directly affected by the American Revolution. • Participate in a debate from the viewpoint of either a Loyalist or Patriot. • Evaluate the results of the Treaty of Paris. • Describe how individuals and other nations contributed to the war's outcome. • Summarize the impact of new land policies on Native Americans.

Assessment
<ul style="list-style-type: none"> • Research information on Loyalists and Patriots to participate in a debate on the causes and effects of the American Revolution from their viewpoints. • Write a news report from a major event in the American Revolution describing what is happening, when it is happening, and why this could be an important event. • Write an article, an obituary; amend a political cartoon for a Revolutionary War Newspaper. • Research the life of a person from the Revolutionary War. Present portrayals in first-person point of view.
NJCCCS CPI
<p>6.1.8. B.3.c: Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p> <p>6.1.8. B.3.d: Explain why New Jersey’s location played an integral role in the American Revolution.</p> <p>6.1.8. D.3.c: Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8. D.3.d: Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8. D.3.e: Examine the roles and perspective of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, native Americans, women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>6.1.8. D.3.f: Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p> <p>6.3.8.A.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion</p>
Common Core Literacy
<p>RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or</p>

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 topics or subject area*.

RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.

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.5.9: 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 text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W.5.4: Produce clear and coherent writing in which the development and organization are

appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in #1–3 above.)

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.

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Instructional Resources

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- Houghton Mifflin Harcourt, *Reading Support and Intervention*, (2010)
- Nystrom Atlas
- *USA Studies Weekly-Ancient American to the Present*
- *Expeditions In the America (National Geographic)*
- <http://socialstudiesforkids.com>
- <http://www.teachinghistory.org/>
- <http://www.njamistadcurriculum.com/>
- <http://www.nmai.si.edu/home>
- http://www.info.com/American_History/Native_Americans.html
- www.mydiscoverryeducation.com
- <http://brainpop.com>
- <http://www.history.com/topics/exploration-of-north-america.com>
- <http://www.scholastic.com>
- <http://www.plimoth.org>
- <http://www.historyisfun.org/jamestown-settlement.htm>

Grade 5: REVOLUTIONARY WAR

Essential Questions	Enduring Understandings	Content	Skills	Assessment	NJCCCS CPI	Common Core Literacy
<ul style="list-style-type: none"> How did disagreements lead to the American Revolution? Why were the colonists able to defeat the British in the Revolutionary War? What impact did the American Revolution have on different groups living in the colonies? 	<ul style="list-style-type: none"> Geography, strategy, resources, motivation and alliances directly influenced the outcome of the American Revolution. Conflict can lead to change. 	<ul style="list-style-type: none"> Strengths and weaknesses of the Continental and British armies. Role of George Washington Perspectives of various groups living in the colonies and the effect of the war on these groups. Differing viewpoints of Loyalists and Patriots Effects of the Treaty of Paris on various groups 	<ul style="list-style-type: none"> Identify the location of major battles and events in the American Revolution. Describe the characteristics and contributions of George Washington. Describe the contributions of women, African Americans and Native Americans during the war. Identify the role and viewpoint of groups directly affected by the American Revolution. Participate in a debate from the viewpoint of either a Loyalist or Patriot. Evaluate the 	<ul style="list-style-type: none"> Research information on Loyalists and Patriots to participate in a debate on the causes and effects of the American Revolution from their viewpoints. Write a news report from a major event in the American Revolution describing what is happening,, why it is happening, and why this could be an important event. Write an article, an obituary; amend a political cartoon for a Revolutionary War Newspaper. Research the life of a person from the Revolutionary 	<p>6.1.8. B.3.c: Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p> <p>6.1.8. B.3.d: Explain why New Jersey's location played an integral role in the American Revolution.</p> <p>6.1.8. D.3.c: Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8. D.3.d: Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8. D.3.e: Examine the roles and perspective of various socioeconomic groups (e.g., rural farmers,</p>	<p>RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topics or subject area</i>.</p> <p>RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or</p>

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			<p>results of the Treaty of Paris.</p> <ul style="list-style-type: none"> Describe how individuals and other nations contributed to the war's outcome. Summarize the impact of new land policies on Native Americans. 	<p>War. Present portrayals in first-person point of view.</p>	<p>urban craftsmen, northern merchants, and southern planters), African Americans, native Americans, women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>6.1.8. D.3.f: Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p> <p>6.3.8.A.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion</p>	<p>information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.</p> <p>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.</p> <p>RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.10: By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 5 topics and texts</i>,</p>
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						<p>building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. a-c</p> <p>SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a-d</p> <p>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in #1–3 above.)</p>
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