

# **Social Studies**

## **Grades K-5**

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April 27, 2017

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# Hillside Township School District

## **District Mission Statement**

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the Common Core State Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

## **Academic Area Overview**

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century. We believe that an education grounded in the fundamental principles of social studies will help students become civic minded, globally aware and socially responsible.

Social Studies is an excellent forum for allowing students to think critically and systematically about local, regional, national, and global issues. The social studies curriculum was designed to foster students' natural curiosity by encouraging all students, regardless of gender, economic status, or cultural heritage, to meet the challenges of college, career & exemplary citizenship.

## **Equality and Equity in Curriculum**

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the Common Core State Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for state assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

# Hillside Township School District

## KINDERGARTEN

### **CONTENT STRAND: Civics, Government & Human Rights**

#### **Key Ideas and Details**

##### **Enduring Understandings:**

- People cooperate when they make decisions and work together to get a job done.
- People are good citizens when they follow rules and laws.
- People cooperate, share ideas, listen to others, and interact positively with many different people, such as family, friends, and classmates.
- U.S. symbols and monuments stand for and remind us of our country.

##### **Essential Questions:**

- How do people best cooperate?

#### **NJCCCS/CSS**

#### **Student Learning Objectives:**

- |   |  |
|---|--|
| 6.1.P.A.1<br>6.1.P.A.2<br>6.1.P.A.3<br>RL.K.1/RI.K.1<br>RI.K.2<br>W.K.2 | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of rules by following most classroom routines.</li> <li>• Demonstrate responsibility by initiating simple classroom tasks and jobs.</li> <li>• Demonstrate appropriate behavior when collaborating with others.</li> <li>• With prompting and support, ask and answer questions about key details in a text.</li> <li>• Identify main topic and retell key details.</li> <li>• Use a combination of drawing, dictating and writing to compose information/explanatory text in which they name what they are writing about and supply some information about the topic.</li> <li>• Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>• Explore digital tools for writing.</li> </ul> |
|---|--|

W.K.3 W.K.6 W.K.8 SL.K.1	<ul style="list-style-type: none"> <li>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.               <ol style="list-style-type: none"> <li>Follow/agree upon rules for discussions (e.g.: listening to others and taking turns speaking about the topics and text under discussion)</li> <li>Continue a conversation through multiple exchange</li> </ol> </li> </ul>	
	<b>MODEL LESSONS / PERFORMANCE TASKS</b>  <b>INSTRUCTIONAL STRATEGIES</b> <ul style="list-style-type: none"> <li>Draw a picture of themselves working with a friend.</li> <li>Demonstrate ways of being a good citizen.</li> <li>Draw rights and responsibility at home and at school.</li> <li>Role-play a problem and solution.</li> <li>Provide rules at home, school, and community.</li> <li>Discuss the role of a leader.</li> <li>Discuss and draw daily decisions.</li> <li>Identify symbols of the United States.</li> <li>Brainstorm knowledge of monuments that remind them of important people</li> </ul> <b>ASSESSMENTS</b> <ul style="list-style-type: none"> <li>Chapter Test</li> <li>Online test</li> <li>Anecdotal Notes</li> <li>Observational Checklists</li> <li>Performance Based Assessments; i.e. creating a book of rules; illustrating someone following rules.</li> </ul>	<b>INTERDISCIPLINARY CONNECTIONS/ INTERNET &amp; OTHER RESOURCES</b> <ul style="list-style-type: none"> <li>Pearson: <i>My World</i></li> <li>myWorld Activity</li> <li>myWord Leveled Readers</li> <li>myStory Book Online</li> <li>myStory Video</li> <li>Song "We Go to School"</li> <li><a href="https://www.youtube.com/watch?v=x3_REZhqR9g">https://www.youtube.com/watch?v=x3_REZhqR9g</a></li> <li><a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a></li> <li><a href="http://www.eduplace.com/ss/socsci/nj/">www.eduplace.com/ss/socsci/nj/</a></li> <li><a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li><a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a></li> <li><a href="http://bensguide.gpo.gov/">http://bensguide.gpo.gov/</a></li> <li><a href="http://www.timeforkids.com">http://www.timeforkids.com</a></li> <li><a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a></li> </ul>

## **CONTENT STRAND: Economics, Innovation and Technology**

### **Key Ideas and Details**

#### **Enduring Understandings:**

- People make choices about needs and wants.
- People do many kinds of work making goods or providing services.
- People use money to buy and sell.
- People buy things because they cannot make everything themselves.
- People sell things because others want to buy them.

#### **Essential Question?**

- How do people get what they need?

#### **NJCCCS/CSS**

#### **Student Learning Objectives:**

6.1.P.C.1  
6.1.P.C.2  
RL1.1 AND  
RI1.1  
RI.K.3  
RI1.3  
W.K.6

- Apply opportunity cost to evaluate individuals' decision, including ones made in their communities.
- Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations.
- Ask and answer questions about key details in a text.
- Describe connections between two events in a text.
- Describe the connection between two individuals, events, ideas or pieces of information in a text.
- Explore digital tools for writing.

	<p><b>MODEL LESSONS/PERFORMANCE TASKS INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Brainstorm jobs children do at home</li> <li>• Identify needs and wants</li> <li>• Identify ways to trade or sell</li> <li>• Discuss how to utilize money</li> <li>• Describe tools needed for jobs</li> <li>• Brainstorm the importance of making choices</li> <li>• Identify goods and services</li> </ul> <p><b><u>ASSESSMENTS</u></b></p> <ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Online test</li> <li>• Anecdotal Notes</li> <li>• Observational Checklists</li> <li>• Performance Based Assessments; i.e. creating a book of rules; illustrating someone following rules.</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ INTERNET &amp; OTHER RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Pearson: <i>My World</i></li> <li>• myWorld Activity</li> <li>• myWord Leveled Readers</li> <li>• myStory Book Online</li> <li>• myStory Video</li> <li>• Song "Lots of Jobs"</li> <li>• <a href="https://www.youtube.com/watch?v=cxu_38b9Zys">https://www.youtube.com/watch?v=cxu_38b9Zys</a></li> <li>• <a href="https://www.youtube.com/watch?v=J8P3sCooGg0">https://www.youtube.com/watch?v=J8P3sCooGg0</a></li> <li>• <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a></li> <li>• <a href="http://www.eduplace.com/ss/socsci/nj/">www.eduplace.com/ss/socsci/nj/</a></li> <li>• <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>• <a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a></li> <li>• <a href="http://bensguide.gpo.gov/">http://bensguide.gpo.gov/</a></li> <li>• <a href="http://www.timeforkids.com">http://www.timeforkids.com</a></li> <li>• <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a></li> </ul>



## **CONTENT STRAND: Geography, People and the Environment**

### **Key Ideas and Details**

#### **Enduring Understandings:**

- Maps and globes are simple representations of places on Earth.
- The world is made up of landforms and bodies of water.
- The weather and seasons affect what people wear and do.
- Physical features are located in specific places and words can be used to describe the locations of human and physical features.
- People use the world's natural resources to satisfy basic needs.

#### **Essential Questions:**

- What is the world like?

#### **NJCCCS/CSS**

#### **Student Learning Objectives:**

6.1.4.B.1

6.1.4.B.4

6.1.4.B.5

RL.K.1/

RI.K.1

R.I.K.3

W.K.2

W.K.3

- Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 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.
- Describe how human interaction impacts the environment in New Jersey and the United States.
- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Use a combination of drawing, dictating and writing to compose information/explanatory text in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

<p>W.K.8</p> <p>SL.K.1</p>	<ul style="list-style-type: none"> <li>• Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>• <ul style="list-style-type: none"> <li>a. Follow/agree upon rules for discussions (e.g.: listening to others and taking turns speaking about the topics and text under discussion)</li> <li>b. Continue a conversation through multiple exchanges</li> </ul> </li> </ul>	
	<p><b>MODEL LESSONS/PERFORMANCE TASKS INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Define what makes up a neighborhood.</li> <li>• List places in a neighborhood.</li> <li>• Explain how maps show places.</li> <li>• Discuss different types of landforms.</li> <li>• List different bodies of water.</li> <li>• Analyze a globe as a model of the earth.</li> <li>• Explain how the weather affects our earth.</li> <li>• Define how earth adapts to different seasons.</li> <li>• Brainstorms how to utilize natural resources.</li> </ul> <p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Online test</li> <li>• Anecdotal Notes</li> <li>• Observational Checklists</li> <li>• Performance Based Assessments; i.e. creating a book of rules; illustrating someone following rules.</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ INTERNET &amp; OTHER RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Pearson: <i>My World</i></li> <li>• myWorld Activity</li> <li>• myWord Leveled Readers</li> <li>• myStory Book Online</li> <li>• myStory Video</li> <li>• Song “This Is My Community”</li> <li>• <a href="https://www.youtube.com/watch?v=mw9YIFoDzww">https://www.youtube.com/watch?v=mw9YIFoDzww</a></li> <li>• <a href="https://www.youtube.com/watch?v=b0cjSXC2rHE">https://www.youtube.com/watch?v=b0cjSXC2rHE</a></li> <li>• <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a></li> <li>• <a href="http://www.eduplace.com/ss/socsci/nj/">www.eduplace.com/ss/socsci/nj/</a></li> <li>• <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>• <a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a></li> <li>• <a href="http://bensguide.gpo.gov/">http://bensguide.gpo.gov/</a></li> <li>• <a href="http://www.timeforkids.com">http://www.timeforkids.com</a></li> <li>• <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a></li> </ul>

## **CONTENT STRAND: History, Culture and Perspectives**

### **Key Ideas and Details**

#### **Enduring Understandings:**

- People are alike and different.
- People celebrate in many ways.
- We learn about our country through stories and holidays.
- We are all part of a culture.
- There are many different cultures around the world.

#### **Essential Questions:**

- How is culture shared?

#### **NJCCCS/CSS**

#### **Student Learning Objectives:**

- |   |  |
|---|--|
| 6.1.P.D.3<br>6.1.P.D.4<br>6.1.4.D.13<br>6.1.4.D.14<br>RL.K.1<br>/RI.K.1<br>R.I.K.3<br>W.K.2<br>W.K.3<br>W.K.8<br>SL.K.1 | <ul style="list-style-type: none"> <li>● Express individuality and cultural diversity (e.g., through dramatic play)</li> <li>● Learn about and respect other cultures within the classroom and community.</li> <li>● Describe how culture is expressed through and influenced by the behavior of people.</li> <li>● American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> <li>● With prompting and support, ask and answer questions about key details in a text.</li> <li>● With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● Use a combination of drawing, dictating and writing to compose information/explanatory text in which they name what they are writing about and supply some information about the topic.</li> <li>● Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.</li> <li>● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>● Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.               <ul style="list-style-type: none"> <li>a. Follow/agree upon rules for discussions (e.g.: listening to others and taking turns speaking about the topics and text under discussion)</li> <li>b. Continue a conversation through multiple exchanges</li> </ul> </li> </ul> |
|---|--|

	<p style="text-align: center;"><b>MODEL LESSONS/PERFORMANCE TASKS INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Discuss how children are alike and different.</li> <li>• Explain that families come in different sizes.</li> <li>• List ways how cultures celebrate different occasions.</li> <li>• Brainstorm ways people celebrate.</li> <li>• List different national holidays.</li> <li>• Explain folk heroes and their stories.</li> <li>• Discuss cultures from around the world.</li> </ul> <p style="text-align: center;"><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Chapter Test</li> <li>• Online test</li> <li>• Anecdotal Notes</li> <li>• Observational Checklists</li> <li>• Performance Based Assessments; i.e. creating a book of rules; illustrating someone following rules.</li> </ul>	<p style="text-align: center;"><b>INTERDISCIPLINARY CONNECTIONS/ INTERNET &amp; OTHER RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Pearson: <i>My World</i></li> <li>• myWorld Activity</li> <li>• myWord Leveled Readers</li> <li>• myStory Book Online</li> <li>• myStory Video</li> <li>• Song "Holidays Are Special Days"</li> <li>• <a href="https://www.youtube.com/watch?v=kxBDUPrxXgE">https://www.youtube.com/watch?v=kxBDUPrxXgE</a></li> <li>• <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a></li> <li>• <a href="http://www.eduplace.com/ss/socsci/nj/">www.eduplace.com/ss/socsci/nj/</a></li> <li>• <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>• <a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a></li> <li>• <a href="http://bensguide.gpo.gov/">http://bensguide.gpo.gov/</a></li> <li>• <a href="http://www.timeforkids.com">http://www.timeforkids.com</a></li> <li>• <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a></li> </ul>

## **CONTENT STRAND: History, Culture and Perspectives**

### **Key Ideas and Details**

#### **Enduring Understandings:**

- Things change over time.
- Time can be measured.
- History is the history of our past.
- We learn about history from primary and secondary sources.

#### **Essential Questions:**

- How does life change throughout history?

#### **NJCCCS/CSS**

#### **Student Learning Objectives:**

6.1.4.D.4

6.1.4.D.6

6.1.4.D.11

6.1.4.D.14

6.1.4.B.9

RL.K.1

R.I.K.3

W.K.2

W.K.3

- Explain how key events led to the creation of the United States and the state of New Jersey.
- Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- Determine how local and state communities have changed over time, and explain the reasons for change.
- Trace how the American identity evolved over time.
- Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Use a combination of drawing, dictating and writing to compose information/explanatory text in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.
- Explore digital tools for writing.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.6 W.K.8 SL.K.1	<ul style="list-style-type: none"> <li>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.               <ol style="list-style-type: none"> <li>Follow/agree upon rules for discussions (e.g.: listening to others and taking turns speaking about the topics and text under discussion)</li> <li>Continue a conversation through multiple exchanges</li> </ol> </li> </ul>	
	<p><b>MODEL LESSONS/PERFORMANCE TASKS INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>Discuss events of your personal history</li> <li>Identify vocabulary words to tell time order</li> <li>Review activities that are related to a specific month</li> <li>Children illustrate an order of event on a timeline</li> <li>Brainstorm ways to look at history</li> <li>Discuss heroes from the past</li> <li>List how family change over time</li> <li>Brainstorm ways school has changed over time</li> <li>Identify how a community has changed over time</li> <li>Discuss ways technology has changed over time</li> </ul> <p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Chapter Test</li> <li>Online test</li> <li>Anecdotal Notes</li> <li>Observational Checklists</li> <li>Performance Based Assessments; i.e. creating a book of rules; illustrating someone following rules.</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ INTERNET &amp; OTHER RESOURCES</b></p> <ul style="list-style-type: none"> <li>Pearson: <i>My World</i></li> <li>myWorld Activity</li> <li>myWord Leveled Readers</li> <li>myStory Book Online</li> <li>myStory Video</li> <li>Song “ We Share History”</li> <li><a href="https://www.youtube.com/watch?v=y90bCBmZNVM">https://www.youtube.com/watch?v=y90bCBmZNVM</a></li> <li><a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a></li> <li><a href="http://www.eduplace.com/ss/socsci/nj/">www.eduplace.com/ss/socsci/nj/</a></li> <li><a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li><a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a></li> <li><a href="http://bensguide.gpo.gov/">http://bensguide.gpo.gov/</a></li> <li><a href="http://www.timeforkids.com">http://www.timeforkids.com</a></li> <li><a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a></li> </ul>

# Hillside Township School District

## GRADE 1

### Content Strand: Civics, Government & Human Rights

#### Key Ideas and Details

##### Enduring Understandings:

- Citizens have rights and responsibilities as members of different groups.
- People can better cooperate when they respect authority and follow rules and laws.
- The role of government is to represent the citizens and provide services and protection.
- American symbols, monuments and documents remind citizens of the importance of our country and government.

##### Essential Questions:

- How do people best cooperate?

#### NJCCCS/CSS

#### Student Learning Objectives:

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

- Demonstrate an understanding of rules by following most classroom routines.
- Demonstrate responsibility by initiating simple classroom tasks and jobs.
- Demonstrate appropriate behavior when collaborating with others.
- 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.1	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national and global challenges.</li> <li>• Ask and answer questions about key details in a text.</li> <li>• Describe the connection between two individuals, events, ideas or pieces of information in a text.</li> <li>• With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>• Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small group and larger groups.</li> </ul>	
6.1.4.A.8		
6.1.4.A.11		
6.1.4.A.14		
RL1.1 and		
RI 1.1		
RI 1.3		
RI 1.10	<ul style="list-style-type: none"> <li>a. Follow agreed upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topic or texts under discussion).</li> <li>b. Build on others' talk in conversation by responding to the conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>	
SL 1.1		
	<b>MODEL LESSONS / PERFORMANCE TASKS /INSTRUCTIONAL STRATEGIES / ASSESSMENTS</b> <ul style="list-style-type: none"> <li>• Create classroom rules.</li> <li>• Establish classroom community.</li> <li>• Explore classroom duties/jobs.</li> <li>• Explain why people make rules.</li> <li>• Explore why it is important to follow the rules.</li> <li>• Create a "Rules at School" poster.</li> <li>• Identify who makes the laws in a community.</li> <li>• Perform role-play situations where people obey the law.</li> <li>• Explore who helpers in the community are and how they affect change.</li> <li>• Perform role-play conflict resolution</li> </ul>	<b>INTERNET AND OTHER RESOURCES</b> <ul style="list-style-type: none"> <li>• Social Studies Leveled Readers – "Meet a Community Helper"</li> <li>• Character Education Book – "You Can Count on Me"</li> <li>• Character Education Book – "Working Together"</li> <li>• Character Education Book- "Be a Friend"</li> <li>• Social Studies Leveled Readers-Helping Out"</li> <li>• United Streaming at <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• Brain Pop, Jr. at <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>• Eduplace at <a href="http://www.eduplace.com">www.eduplace.com</a></li> <li>• Scholastic Kids at <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>• My Story Spark/My Story Video</li> <li>• "A Kid's Guide: Rules" video: <a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=D3023866-C42B-4E1A-A54C-68F7E4B5B341&amp;blnFromSearch=1&amp;productcode=US">http://player.discoveryeducation.com/index.cfm?guidAssetId=D3023866-C42B-4E1A-A54C-68F7E4B5B341&amp;blnFromSearch=1&amp;productcode=US</a></li> <li>• "Let's Get Along : Nice Things Kids Can Do"video: <a href="http://player.discoveryeducation.com/index.cfm?guidAsset">http://player.discovery education.com/index.cfm?guidAsset</a></li> </ul>



	scenarios. <ul style="list-style-type: none"> <li>• Create a class poster with American symbols.</li> <li>• Recite the Pledge of Allegiance.</li> <li>• Chapter Test -Forms A and B</li> </ul>	Id=F7C84D21-DD65-47BC-8AF5-5AA77905D5D9&binfromsearch=1&productcode=DHC <ul style="list-style-type: none"> <li>• “By the Dawn’s Early Light” by, Steven Kroll</li> <li>• My Word Song: “You’re a Grand Old Flag”</li> <li>• My World Activity Cards</li> <li>• <a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a></li> </ul>
<b>CONTENT STRAND: Economics, Innovation and Technology</b>		
<b>Key Ideas and Details</b>		
<u><b>Enduring Understandings:</b></u> <ul style="list-style-type: none"> <li>• People have different needs and wants and have to make choices about them.</li> <li>• The value of the thing you are giving up is the opportunity cost.</li> <li>• Using money is easier for making exchanges then trading and bartering</li> <li>• People work to make goods or provide services that other people want to buy.</li> <li>• People are both producers and consumers of goods and services.</li> <li>• Money can be saved in a bank to spend at a later time.</li> </ul>	<u><b>Essential Questions:</b></u> <ul style="list-style-type: none"> <li>• How do people get what they need?</li> </ul>	
<b>NJCCCS/CSS</b>	<b>Student Learning Objectives:</b>	
6.1.P.B.2 6.1.P.C.1 6.1.P.C.2 6.1.4.C.3	<ul style="list-style-type: none"> <li>• Identify, discuss and role-play the duties of a range of community workers.</li> <li>• Apply opportunity cost to evaluate individual’s decisions, including ones made in their communities.</li> <li>• Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> <li>• Explain why incentives vary between and among producers and consumers.</li> <li>• Describe how supply and demand influences price and output of products.</li> <li>• Explain the role of specialization in the production and exchange of goods and services.</li> </ul>	

6.1.4.C.4	<ul style="list-style-type: none"> <li>• Explain the role of money, savings, debt and investment in individuals' lives.</li> <li>• Ask and answer questions about key details in a text.</li> </ul>	
6.1.4.C.5		
6.1.4.C.10		
RL1.1		
RI1.1		
RI1.3		
RI 1.10		
SL 1.1		
	<p><b>MODEL LESSONS / PERFORMANCE TASKS</b></p> <p><b>INSTRUCTIONAL STRATEGIES / ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Classify needs and wants by using different pictures or using the Smart Board technology.</li> <li>• Create a list of places you can go to acquire goods and services.</li> <li>• Create mobiles to draw and cut out pictures of goods and services.</li> <li>• Classify community helpers and places.</li> <li>• Discuss whether it is better to buy or trade things.</li> <li>• Chapter Assessment-Forms A and B.</li> </ul>	<p><b>INTERNET AND OTHER RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Social Studies Leveled Reader – "The Life of a Dollar Bill", "Meet a Community Helper"</li> <li>• Character Education Book: "Think Before You Act"</li> <li>• United Streaming at <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• Brain Pop, Jr. at <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>• Eduplace at <a href="http://www.eduplace.com">www.eduplace.com</a></li> <li>• Scholastic Kids at <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>• MyStory Spark</li> <li>• MyStory Video</li> <li>• Discovery Education Online: "From Farm to Table: Oranges" video; "From Farm To Table: Bread" video; "Reading Rainbow: The Milk Makers" video; "Service Workers: And the services they provide" video. <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• My World Activity Cards</li> <li>• My World Song; "Trucks and Buses"</li> <li>• <a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a></li> </ul>

## CONTENT STANDARD: Geography, People and the Environment

### Key Ideas and Details

#### Enduring Understandings:

- Maps are simple representations and globes are models of places on earth.
- The world is made up of different physical features such as landforms and bodies of water.
- Humans interact with and have an impact on the environment, and the environment affects how and where people live.
- Communication and transportation connect people and places.

#### Essential Questions:

- What is the world like?

#### NJCCCS/CSS

#### Student Learning Objectives:

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

RL1.1 AND

- Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 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.
- 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 and using latitude and longitude.
- 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.
- Describe how human interaction impacts the environment in New Jersey and the United States.
- Ask and answer questions about key details in a text.

RI1.1 RI1.3 RI 1.10 SL 1.1	<ul style="list-style-type: none"> <li>Describe the connection between two individuals, events, ideas or pieces of information in a text</li> <li>With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small group and larger groups. <ul style="list-style-type: none"> <li>Follow agreed upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topic or texts under discussion).</li> <li>Build on others' talk in conversation by responding to the conversations by responding to the comments of others through multiple exchanges.</li> <li>Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> </ul>
	<div> <div> <b>MODEL LESSONS / PERFORMANCE TASKS</b>   <b>INSTRUCTIONAL STRATEGIES / ASSESSMENTS</b> <ul style="list-style-type: none"> <li>Utilize maps to identify continents and oceans.</li> <li>Explore different types of maps.</li> <li>Develop ideas of why maps are important.</li> <li>Compare and contrast maps and globes.</li> <li>Identify different land formations in the country.</li> <li>Compare and contrast different land formations (hills, plains, mountains, lake).</li> <li>Utilize weather graph to show differences in weather patterns.</li> <li>Collect examples of how people change the environment.</li> <li>Discuss different types of natural resources and how those resources affect the community.</li> <li>Chapter Test- Forms A and B</li> </ul> </div> <div> <b>INTERNET AND OTHER RESOURCES</b> <ul style="list-style-type: none"> <li>Social Studies Leveled Reader – “From the mountains to the oceans.”</li> <li>United Streaming “ Landforms: Number One “, “Weather: Changes and Measurement” at <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>Brain Pop, Jr. at <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>Time for Kids at <a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li>Eduplace at <a href="http://www.eduplace.com">www.eduplace.com</a></li> <li>Scholastic Kids at <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li><a href="http://www.eyewitnessstohistory.com">www.eyewitnessstohistory.com</a></li> <li>“Beginning Maps: Models and Places” video: <a href="http://player.discoveryeducation.com/index.cfm?guidAssetId2=C4D9CAF-6EA4-4158-AB9C-78825CA25F58&amp;blnFromSearch=1&amp;productcode=US">http://player.discoveryeducation.com/index.cfm?guidAssetId2=C4D9CAF-6EA4-4158-AB9C-78825CA25F58&amp;blnFromSearch=1&amp;productcode=US</a></li> <li><a href="http://www.googlemaps.com">www.googlemaps.com</a></li> <li>My Story Spark</li> <li>My Story Video</li> <li>My World Song: “Show You Care”</li> <li>My World Activity Cards</li> </ul> </div> </div>

## CONTENT STRAND: History, Cultures and Perspectives

### Key Ideas and Details

#### Enduring Understandings:

- Families are alike and different.
- Culture is expressed in various ways.
- Celebrations and traditions are observed in different ways.
- Cultures around the world are different and alike in many ways.
- All cultures have a past and a present.
- Our national holidays help us honor important people and events.
- We can learn about our nation's past and its culture through stories and folktales.

#### Essential Questions:

- How is culture shared?

#### **NJCCCS/CSS**

#### **Student Learning Objectives:**

- |            |  |
|------------|--|
| 6.1.P.D.1  | <ul style="list-style-type: none"> <li>● Describe characteristics of oneself, one's family and others.</li> <li>● Demonstrate an understanding of family roles and traditions.</li> <li>● Express individuality and cultural diversity (e.g., through dramatic play).</li> <li>● Learn about and respect other cultures within the classroom and community.</li> <li>● Describe how culture is expressed through and influenced by the behavior of people.</li> <li>● Trace how the American identity evolved over time.</li> <li>● Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</li> <li>● Explain the role of historical symbols, monuments and holidays, and how they affect the American identity.</li> <li>● Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</li> <li>● Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</li> <li>● Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> <li>● Ask and answer questions about key details in a text.</li> </ul> |
| 6.1.P.D.2  |  |
| 6.1.P.D.3  |  |
| 6.1.P.D.4  |  |
| 6.1.4.D.13 |  |
| 6.1.4.D.14 |  |
| 6.1.4.D.15 |  |

6.1.4.D.17	<ul style="list-style-type: none"> <li>Describe the connection between two individuals, events, ideas or pieces of information in a text</li> <li>With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small group and larger groups.               <ol style="list-style-type: none"> <li>Follow agreed upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topic or texts under discussion).</li> <li>Build on others' talk in conversation by responding to the conversations by responding to the comments of others through multiple exchanges.</li> <li>Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol> </li> </ul>	
6.1.4.D.18		
6.1.4.D.19		
6.1.4.D.20		
RL1.1 AND		
RI 1.1		
RI 1.3		
RI 1.10		
SL 1.1		
	<p><b>MODEL LESSONS / PERFORMANCE TASKS</b></p> <p><b>INSTRUCTIONAL STRATEGIES / ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>Performs a show-and-tell that exemplifies different cultures in the classroom.</li> <li>Create a family tree.</li> <li>Identify the country that children came from on a map.</li> <li>Describe how culture from around the world can influence a specific community.</li> <li>Compare and contrast how cultures are similar and different.</li> <li>Draw a picture of your favorite ethnic</li> </ul>	<p><b>INTERNET AND OTHER RESOURCES</b></p> <ul style="list-style-type: none"> <li>Character Education Book- "Everyone is Special and Unique"</li> <li>Social Studies Leveled Readers-"Viva Mexico"</li> <li>"Too Many Tamales" by Gary Soto</li> <li>"My Name is Yoon" by Helen Recorvits</li> <li>United Streaming-"Hand in Hand: Just Like Me and Different Too" , "Communities Around the World" "Moving to America Then and Now" at <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>Brain Pop, Jr. at <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>Time for Kids at <a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li>Eduplace at <a href="http://www.eduplace.com">www.eduplace.com</a></li> <li>Scholastic Kids at <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>My Story Spark</li> <li>My Story Video</li> <li>My World Activity Cards</li> <li>My World Song: "Explore With Me"</li> <li><a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a></li> </ul>

	<p>dishes.</p> <ul style="list-style-type: none"> <li>• Describe how food, language and traditions fuse into American culture.</li> <li>• Discuss how people from other countries bring new items to the United States.</li> <li>• Investigate different ways that families continue to showcase their own culture.</li> <li>• Perform a “Family History Day” where students showcase something that has been inherited in their family (clothes, food, an object, etc.)</li> <li>• Create a pictures of symbols and play I-Spy to reinforce names of American symbols.</li> <li>• Identify American symbols.</li> <li>• Create a class poster with American symbols.</li> <li>• Recite the Pledge of Allegiance.</li> <li>• Discuss the importance of symbols and what they mean to our country.</li> <li>• Create a family portrait and make a presentation.</li> <li>• Chapter Test- Form A and B</li> </ul>	
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## CONTENT STRAND: History, Cultures and Perspectives

### Key Ideas and Details

#### Enduring Understandings:

- Communities are diverse and change over time.
- Communities are shaped by people's actions.
- People can use historical resources to draw conclusions about the past.
- Over time, changes in technology affect the way people live.
- Over time, some things change, and some things remain the same.

#### Essential Questions:

- How does life change throughout history?

#### NJCCCS/CSS

#### Student Learning Objectives:

6.1.4.B.7

6.1.4.B.8

6.1.4.B.9

6.1.4.C.14

6.1.4.C.15

6.1.4.C.16

6.1.4.C.17

- Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- Compare ways people choose to use and divide natural resources.
- Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology and /or the labor force have played in economic opportunities.
- Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- Determine the role of scientific technology in the transition from an agricultural society to an industrial society and then to the information age.
- Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.



6.1.4.C.18	<ul style="list-style-type: none"> <li>● Determine the impact of European colonization on Native American populations including the Lenni Lenape of New Jersey.</li> <li>● Summarize reasons why various groups, voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they encountered.</li> <li>● Evaluate the impact of voluntary and involuntary immigrants on America's growth as a nation, historically and today.</li> <li>● Describe how the influence of Native American groups, including the Lenni Lenape culture is manifested in different regions of New Jersey.</li> <li>● Determine how local and state communities have changed over time, and explain the reasons for change.</li> <li>● Ask and answer questions about key details in a text.</li> <li>● Describe the connection between two individuals, events, ideas or pieces of information in a text</li> <li>● With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>● Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small group and larger groups.</li> </ul>	
6.1.4.D.1		
6.1.4.D.2		
6.1.4.D.3		
6.1.4.D.10		
6.1.4.D.11		
RL1.1 AND RI1.1		
RI1.3		
RI 1.10		
SL 1.1	<ul style="list-style-type: none"> <li>a. Follow agreed upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topic or texts under discussion).</li> <li>b. Build on others' talk in conversation by responding to the conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>	
	<p><b>MODEL LESSONS / PERFORMANCE TASKS</b></p> <p><b>INSTRUCTIONAL STRATEGIES / ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>● Draw the community now and how it can change in the future.</li> <li>● Create a tool to help make life easier for people.</li> <li>● Explore what life was like without selected technology (i.e. telephone, car, computer, etc.)</li> <li>● Invent a vehicle as a new form of transportation.</li> </ul>	<p><b>INTERNET AND OTHER RESOURCES</b></p> <ul style="list-style-type: none"> <li>● Social Studies Leveled Readers – “Cars” ,”Visit to a Museum”, “Life at Plymouth”, “Totem Poles of North America”.</li> <li>● “My Teacher for President” by Kay Winters-<a href="http://www.youtube.com">www.youtube.com</a></li> <li>● United Streaming “How Customs and Heritage Shape Communities”, “Long Ago Yesterday and Today”, “Away We Go All About Transportation”, “Hand in Hand Moving On”, “Communication Between People and Communities” at <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>● Brain Pop, Jr. at <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>● Time for Kids at <a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li>● Eduplace at <a href="http://www.eduplace.com">www.eduplace.com</a></li> <li>● Scholastic Kids at <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>● <a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss how transportation has changed over time.</li> <li>• Research Orville and Wilbur Wright.</li> <li>• Invent a new form of communication.</li> <li>• Compare communication methods long ago with those used today.</li> <li>• Discuss the meaning of an immigrant and explain why people move.</li> <li>• Create a picture of how Hillside may change in the future.</li> <li>• Discuss ways that Hillside has already changed.</li> <li>• Present pictures of Hillside in the past.</li> <li>• Sequence pictures in time order (past, present, future).</li> <li>• Explain important school events that have occurred using a timeline.</li> <li>• Create a then and now mobile.</li> <li>• Chapter Test-Form A and B</li> </ul>	<ul style="list-style-type: none"> <li>• “How Leaders and Events Shape Communities” video: <a href="http://player.discoveryeducation.com/index.cfm?guidAssetId=50EAE9D8-A9CF-42AF-889C-D5DF7A565728&amp;blnFromSearch=1&amp;productcode=US">http://player.discoveryeducation.com/index.cfm?guidAssetId=50EAE9D8-A9CF-42AF-889C-D5DF7A565728&amp;blnFromSearch=1&amp;productcode=US</a></li> <li>• Hillside Historical Society website: <a href="http://www.woodruffhouse.org/hhs.htm">http://www.woodruffhouse.org/hhs.htm</a></li> <li>• My Story Spark</li> <li>• My Story Video</li> <li>• My Word Activity Cards</li> <li>• My World Song: “All Across the Country”</li> </ul>

## GRADE 2

### Unit 1: My Community, My Country

#### CONTENT STRAND: Civics, Government & Human Rights

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Responsible citizens respect others and make contributions to their school, community, state, and country.</li> <li>The United States is founded on the principle that all citizens have common rights that are protected and guaranteed.</li> <li>The role of the government is to make and enforce laws and provide services for the common good.</li> <li>Our country's symbols, documents, and historical events reflect democratic values, principles and beliefs.</li> </ul>		<ul style="list-style-type: none"> <li>How do people best cooperate?</li> <li>How can I be a good citizen?</li> <li>What are basic American rights?</li> <li>Why are laws important to the community?</li> <li>How does the government give communities what they need?</li> <li>What is the role of government leaders?</li> <li>What are the country's symbols and their significance?</li> </ul>
NJLSL/CCS	KNOWLEDGE Students will know:	SKILLS Students will be able to:
SOC.6.1.4.A.CS1	<ul style="list-style-type: none"> <li>Rules and laws are developed to protect people's rights and the security and welfare of society.</li> <li>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.</li> <li>The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe characteristics of good citizenship.</li> <li>Describe ways in which citizens make positive contributions to their school and community.</li> <li>Demonstrate good citizenship by taking responsibility for personal actions, respecting and begin fair with others, and being honest.</li> <li>Identify and describe the right that citizens have in the United States.</li> <li>Identify US documents in which the rights of citizens are guaranteed.</li> <li>Identify rules and laws and describe their purpose in school, community, and society.</li> <li>Explain the consequences of an absence or violation of rules and laws.</li> <li>Define government and its purpose.</li> <li>Explain the function of government and why it's formed.</li> </ul>
SOC.6.1.4.A.1		
SOC.6.1.4.A.CS2		
SOC.6.1.4.A.2		
SOC.6.1.4.A.CS3		

SOC.6.1.4.A.3	<ul style="list-style-type: none"> <li>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> </ul>	<ul style="list-style-type: none"> <li>Describe government services and how they meet the needs of citizens and community.</li> </ul>
SOC.6.1.4.A.CS4	<ul style="list-style-type: none"> <li>Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</li> </ul>	<ul style="list-style-type: none"> <li>Identify government leaders and their roles in community, state, and nation.</li> </ul>
SOC.6.1.4.A.4	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how leaders are chosen, such as by election and appointment to office.</li> </ul>
SOC.6.1.4.A. 5	<ul style="list-style-type: none"> <li>Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</li> </ul>	<ul style="list-style-type: none"> <li>Describe by the Declaration of Independence was written.</li> </ul>
SOC.6.1.4.A.6	<ul style="list-style-type: none"> <li>Distinguish the roles and responsibilities of the three branches of the national government.</li> </ul>	<ul style="list-style-type: none"> <li>Identify symbols and songs that reflect democracy and freedom.</li> </ul>
SOC.6.1.4.A.CS5	<ul style="list-style-type: none"> <li>Explain how national and state governments share power in the federal system of government.</li> </ul>	<ul style="list-style-type: none"> <li>Identify historical figures and events that we celebrate.</li> </ul>
SOC.6.1.4.A.7	<ul style="list-style-type: none"> <li>In a representative democracy, individuals elect representatives to act on the behalf of the people.</li> </ul>	
SOC.6.1.4.A.8	<ul style="list-style-type: none"> <li>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.</li> </ul>	
SOC.6.1.4.A.CS6	<ul style="list-style-type: none"> <li>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.</li> </ul>	
SOC.6.1.4.A.CS7		

SOC.6.1.4.A.11	<ul style="list-style-type: none"> <li>• The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> <li>• <i>The United States democratic system requires active participation of its citizens.</i></li> <li>• 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.</li> <li>• Explain the process of creating change at the local, state, or national level.</li> <li>• Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</li> <li>• Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</li> <li>• Select a local issue and develop a group action plan to inform school and/or community members about the issue.</li> <li>• 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.</li> <li>• Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</li> </ul>	
SOC.6.1.4.A.12		
SOC.6.1.4.A.14		
SOC.6.3.4.A.1		
SOC.6.3.4.A.3		
SOC.6.1.4.D.5		
SOC.6.1.4.D.CS9		
SOC.6.1.4.D.17		

	<ul style="list-style-type: none"> <li>• Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> </ul>	
	<b>ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>• Create classroom rules.</li> <li>• Establish classroom community.</li> <li>• Discuss good citizenship.</li> <li>• Discuss steps to solve a community problem.</li> <li>• Identify the Bill of Rights and which right is the most important to them.</li> <li>• Use illustrations and text to draw conclusions.</li> <li>• Make a video of students teaching others about school/rules.</li> <li>• Students will draw pictures of themselves following school rules.</li> <li>• Make a map of the classroom</li> <li>• Debate school related issues</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.classroomcommunity.ecsd.net">www.classroomcommunity.ecsd.net</a></li> <li>• Unit 1</li> <li>• Unit video</li> <li>• <a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a></li> <li>• SS leveled readers</li> <li>• <a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li>• Brainpopjr.com</li> <li>• Unitedstreaming.com</li> <li>• Pbskids.org</li> <li>• “Got it” presentation</li> <li>• Work text activities</li> </ul> <p><b>Literature resources:</b></p> <p>Ms. Nelson is Missing – Harry Allard</p> <p>Ms. Malarkey doesn't live in room 10 –Judy Finchler</p> <p>Mrs. Katz and Tush – Patricia Pollacco</p> <p>School Rules – Larry Dane Brimmer</p> <p>Following Rules – Robin Nelson</p> <p>Being Responsible - Robin Nelson</p> <p>Being Fair - Robin Nelson</p> <p>Respecting Others - Robin Nelson</p>

## GRADE 2

### Unit 2: Working to Meet Our Needs

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• People have to make choices about needs and wants because resources are limited.</li> <li>• Using money is easier than bartering for making exchanges.</li> <li>• People trade good and services within their communities, with other states, and with other countries.</li> <li>• Money can be saved to spend at a later time. Some people use banks to save or borrow money.</li> </ul>		<ul style="list-style-type: none"> <li>• What is the difference between a need and a want?</li> <li>• How can people make good choices?</li> <li>• Why do people produce and consume goods?</li> <li>• What services are available in my community?</li> <li>• How does trade help us get the things we needs?</li> <li>• Why do people save money?</li> </ul>
NJSLS/CCS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
SOC.6.1.4.C.C S1  SOC.6.1.4.C.1  SOC.6.1.4.C.2  SOC.6.1.4.C.C S2	<ul style="list-style-type: none"> <li>• People make decisions based on their needs, wants, and the availability of resources.</li> <li>• Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</li> <li>• Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> <li>• Economics is a driving force for the occurrence of various events and phenomena in societies.</li> <li>• Explain why incentives vary between and among producers and consumers.</li> <li>• Describe how supply and demand influences price and output of products.</li> <li>• Explain the role of specialization in the production and exchange of goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that everyone has the basic needs of food, clothing, and shelter as well as different wants.</li> <li>• Explain that people must make choices because they cannot have everything they want.</li> <li>• Explain that not all wants can be satisfied because there are limited amounts of goods, services, and resources.</li> <li>• Understand that individuals, families, and communities must make choice due to limited resources.</li> <li>• Identify and give examples of what is gained and what is lost in choosing one of several alternatives.</li> <li>• Use a cost/benefit gird to make a decision about how to spend time or money.</li> <li>• Explain that when you choose one thing, you give up something else and that the value of the thing you give up is known as the opportunity cost.</li> </ul>

SOC.6.1.4.C.3	<ul style="list-style-type: none"> <li>Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> </ul>	<ul style="list-style-type: none"> <li>Trace the production of a good from a natural resource to a finished product in the marketplace available to consumers.</li> </ul>
SOC.6.1.4.C.4	<ul style="list-style-type: none"> <li>Explain how the availability of private and public goods and services is influenced by the global market and government.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how producers decide what to produce based on the needs and wants of consumers and the benefits of what they produce to consumers.</li> </ul>
SOC.6.1.4.C.5	<ul style="list-style-type: none"> <li>Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why producers must gather natural resources, human resources, and capital resources to produce their good.</li> </ul>
SOC.6.1.4.C.6	<ul style="list-style-type: none"> <li>Availability of resources affects economic outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and explain that people provide services to earn income.</li> </ul>
SOC.6.1.4.C.7	<ul style="list-style-type: none"> <li>Compare and contrast how the availability of resources affects people across the world differently.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe services in the community.</li> </ul>
SOC.6.1.4.C.8	<ul style="list-style-type: none"> <li>Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why service providers must gather human resources to provide services.</li> </ul>
SOC.6.1.4.C.C S4	<ul style="list-style-type: none"> <li>Explain the role of money, savings, debt, and investment in individuals' lives.</li> </ul>	<ul style="list-style-type: none"> <li>Identify services people depend on in their communities such as people who provide transportation, safety, education, and health.</li> </ul>
SOC.6.1.4.C.9		<ul style="list-style-type: none"> <li>Identify and explain that specialized jobs require different knowledge and skills and that people have different talents and strengths.</li> </ul>
SOC.6.1.4.C.C S5		<ul style="list-style-type: none"> <li>Identify the place where we trade for good or services as a market.</li> </ul>
		<ul style="list-style-type: none"> <li>Recognize that people can use money or barter to exchange good and services and that money makes that exchange easier.</li> </ul>
		<ul style="list-style-type: none"> <li>Explain that a price a consumer pays when they buy a good or service depends both on how many other consumers are demanding that good or service and how much of that good or service is being produced.</li> </ul>
		<ul style="list-style-type: none"> <li>Explain that income that people do not spend on good and services is called savings.</li> </ul>
		<ul style="list-style-type: none"> <li>Tell why people save money and describe the benefits of saving.</li> </ul>
		<ul style="list-style-type: none"> <li>Identify and explain why people save and borrow money at banks.</li> </ul>



SOC.6.1.4.C.10		<ul style="list-style-type: none"> <li>• Explain different ways to pay for goods and services, such as cash, barter, and borrowing. People borrow money when they use credit cards</li> </ul>
	<b>ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>• Create a list of wants and needs.</li> <li>• Create a list of different types of resources.</li> <li>• Classify goods and services.</li> <li>• Discuss how goods and services are acquired.</li> <li>• Perform a Read Aloud.</li> <li>• Explore classroom jobs and their importance.</li> <li>• Converse about scenarios about someone not doing their job. How does that affect the classroom community?</li> <li>• Define scarcity.</li> <li>• Provide examples of different resources (human, natural, capital)</li> </ul>	<ul style="list-style-type: none"> <li>• Pbskids.org</li> <li>• Read aloud <u>Jack and the Beanstalk</u></li> <li>• Unit video</li> <li>• SS leveled readers</li> <li>• Smartexchange.com</li> <li>• Brainpopjr.com</li> <li>• Graphic organizer</li> <li>• “Got it” presentation</li> <li>• Work text activities</li> </ul> <p><b>Literature Resources:</b></p> <p>Sam and the Lucky Money – Karen Chinn</p> <p>A Chair for my Mother – Vera B. Williams</p> <p>Uncle Jed’s Barber Shop – Margaree Mitchel</p> <p>Market! – Ted Lewin</p>

## GRADE 2

### Unit 3: The World Around Us

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Physical features are located in specific places, and words can be used to describe their relative location.</li> <li>Maps and globes can be used to located places and features.</li> <li>The world is made up of different physical features such as landforms and bodies of water.</li> <li>Communication and transportation connect, people, products, and ideas.</li> </ul>		<ul style="list-style-type: none"> <li>How can location be described?</li> <li>How can maps be used to locate places and things?</li> <li>How are the earth represented on and globe and a world map?</li> <li>What are different kinds of landforms and their attributes?</li> <li>How does weather affect people, animals, and plants?</li> <li>What are ways people can change their environment?</li> <li>How can we identify, use, conserve resources?</li> <li>What are ways that people, things, and ideas are moved?</li> </ul>
NJSLS/CCS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
SOC.6.1.4.B.CS 1  SOC.6.1.4.B.1  SOC.6.1.4.B.2	<ul style="list-style-type: none"> <li>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a relative and absolute location.</li> <li>Use a map to locate places and features.</li> <li>Identify the different uses for maps.</li> <li>Use the different parts of a map.</li> <li>Identify locations on a map using cardinal and intermediate directions.</li> <li>Identify the seven continents and four oceans on a map and globe.</li> <li>Use maps and globes to identify landforms and bodies of water.</li> </ul>

SOC.6.1.4.B.3	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use geographical vocabulary such as latitude and longitude to describe location.</li> </ul>
SOC.6.1.4.B.CS 2	<ul style="list-style-type: none"> <li>• Places are jointly characterized by their physical and human properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that the equator divides the world into the Northern and Southern Hemispheres.</li> </ul>
SOC.6.1.4.B.4	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that the prime meridian divides the Eastern and Western Hemispheres.</li> </ul>
SOC.6.1.4.B.CS 3	<ul style="list-style-type: none"> <li>• Physical environment can both accommodate and be endangered by human activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify physical features such as landforms and bodies of water.</li> </ul>
SOC.6.1.4.B.5	<ul style="list-style-type: none"> <li>• Describe how human interaction impacts the environment in New Jersey and the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the location of landforms and bodies of water are shown on physical maps.</li> </ul>
SOC.6.1.4.B.CS 4	<ul style="list-style-type: none"> <li>• Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that the world is divided into different areas politically, such as states, countries, and continents.</li> </ul>
SOC.6.1.4.B.6	<ul style="list-style-type: none"> <li>• Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe weather conditions.</li> </ul>
SOC.6.1.4.B.8	<ul style="list-style-type: none"> <li>• Compare ways people choose to use and distribute natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how weather and climate affect where and how people, plants, and animals live.</li> </ul>
SOC.6.1.4.B.CS 6	<ul style="list-style-type: none"> <li>• Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between weather patterns and explain the effects of these changes.</li> </ul>
SOC.6.1.4.B.CS 7	<ul style="list-style-type: none"> <li>• Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that areas can be divided into regions with unifying characteristics such as language, climate, and environment.</li> </ul>
		<ul style="list-style-type: none"> <li>• Explain how people both negatively and positively alter Earth's land and water.</li> </ul>
		<ul style="list-style-type: none"> <li>• Identify physical and human characteristics and describe their differences.</li> </ul>
		<ul style="list-style-type: none"> <li>• Recognize that people change the environment to meet their needs.</li> </ul>
		<ul style="list-style-type: none"> <li>• Recognize the geographic characteristics such as weather, climate and location can influence people's decisions about how and where to live.</li> </ul>
		<ul style="list-style-type: none"> <li>• Identify urban, suburban, and rural areas and describe their differences.</li> </ul>

	ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS	INTERNET AND OTHER RESOURCES
	<ul style="list-style-type: none"> <li>• Illustrate a picture of your neighborhood.</li> <li>• Display a map of Hillside.</li> <li>• Create a list of community leaders and helpers.</li> <li>• Discuss function of maps and globes.</li> <li>• Explore the compass rose, directions, and intermediate directions.</li> <li>• Investigate the grid.</li> <li>• Discuss reduce, reuse, and recycle.</li> <li>• Create poster.</li> <li>• Read Scholastic News.</li> <li>• Facilitate, partake in, and incorporate a school wide assembly.</li> <li>• Display maps of different regions.</li> <li>• Discuss features of regions.</li> <li>• Display globe.</li> </ul>	<ul style="list-style-type: none"> <li>• Pbskids.org</li> <li>• Unit video</li> <li>• SS leveled readers</li> <li>• Googlemaps map of Hillside</li> <li>• Google Earth</li> <li>• Hillside Historical Society website: <a href="http://www.woodruffhouse.org/hhs.htm">http://www.woodruffhouse.org/hhs.htm</a></li> <li>• Unitedstreaming.com</li> <li>• Brainpopjr.com</li> <li>• Graphic organizer</li> <li>• <a href="http://www.seussville.com/loraxproject/">http://www.seussville.com/loraxproject/</a></li> <li>• YouTube</li> </ul> <p><b>Literature Resources:</b></p> <p>The Lorax – Dr. Suess</p> <p>All the Places to Love – Patricia Mack Lachlan</p> <p>Miss Rumphius – Barbara Cooney</p> <p>The Forgotten Forest – Lawrence Anholt</p> <p>The Great Kapot Tree – Lynne Cherry</p>

## GRADE 2

### Unit 4: Celebrating Our Traditions

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>By joining together to meet their needs, people create a culture.</li> <li>Many different cultures combine to make the culture of the United States.</li> <li>Celebrations are a part of our cultural heritage.</li> <li>Our national holidays and celebrations reflect our national culture.</li> <li>Stories, songs, and art help us to preserve and pass on culture.</li> <li>Cultural elements such as food, clothing, and language are found throughout the world.</li> </ul>		<ul style="list-style-type: none"> <li>How does each culture share language, culture, art, music, and food?</li> <li>How do many cultures make our country special?</li> <li>Why are national holidays important?</li> <li>How can America's culture be passed on and shared through stories?</li> <li>How can cultures be alike and different?</li> <li>How is culture shared?</li> </ul>
NJSLS/CCS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
SOC.6.3.4.CS 1  SOC.6.1.4.D.C S4	<ul style="list-style-type: none"> <li>Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain that culture is a way of life that you learn from your family, friends, and community.</li> <li>Recognize and describe cultural characteristics such as language, music, food, crafts, and recreation.</li> <li>Identify that community members have different cultural backgrounds.</li> </ul>

SOC.6.1.4.D.1 2	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that community members contribute to the community in different ways.</li> </ul>
SOC.6.1.4.D.C S5	<ul style="list-style-type: none"> <li>• Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe why diversity and communities contributes to the richness of our culture.</li> </ul>
SOC.6.1.4.D.1 3	<ul style="list-style-type: none"> <li>• Describe how culture is expressed through and influenced by the behavior of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why it is important to respect diversity.</li> </ul>
SOC.6.1.4.D.C S6	<ul style="list-style-type: none"> <li>• American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe national holidays that honor the achievements of Americans past and present.</li> </ul>
SOC.6.1.4.D.1 7	<ul style="list-style-type: none"> <li>• Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that we celebrate American holidays to express values that are important to the nation.</li> </ul>
SOC.6.1.4.D.C S10	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify characters in folktales who demonstrate the characteristics of individualism, courage, honor, generosity, hard work, patriotism, and strength.</li> </ul>
SOC.6.1.4.D.1 8	<ul style="list-style-type: none"> <li>• Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how our national heritage can be passed on and shared through stories, songs, and folktales.</li> </ul>
SOC.6.1.4.D.2 0	<ul style="list-style-type: none"> <li>• Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe how cultures around the world meet similar needs in different ways.</li> </ul>
	<p><b>ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS</b></p>	<p><b>INTERNET AND OTHER RESOURCES</b></p>

	<ul style="list-style-type: none"> <li>• Construct a family timeline/family tree</li> <li>• Investigate folklore.</li> <li>• Read examples of folktales.</li> <li>• Discuss and provide examples of food, music, art, clothing, and language.</li> <li>• Prompt students to share ideas about their culture with the class.</li> <li>• Compare and contrast different family traditions with the class.</li> <li>• Describe family history through generations.</li> <li>• Use graphic sources to compare countries and cultures.</li> <li>• Culture fair – sharing culture and family history</li> <li>• Group diorama on Native American groups.</li> <li>• Research project using primary and secondary resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Pbskids.org</li> <li>• Brainpopjr.com</li> <li>• Timeforkids.com</li> <li>• Digital presentations</li> <li>• “My Storybook” – Pearson Realize</li> <li>• Folktales</li> <li>• <a href="http://pbskids.org/lions/stories/">http://pbskids.org/lions/stories/</a></li> <li>• Google historical biographies of community leaders</li> <li>• Activity cards</li> <li>• </li> </ul> <p><b>Literature Resources:</b></p> <p>My Name is Yoon – Helen Recorvitz</p> <p>Mrs. Katz and Tush – Patricia Polacco</p> <p>The Legend of the Indian Paintbrush – Tommie dePaola</p> <p>Johnnie Appleseed – Steven Kellogg</p>
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## GRADE 2

### Unit 5: Our Nation Past and Present

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Over time, some things change, and some things remain the same.</li> <li>Over time communities grow and change.</li> <li>We can identify and use historical resources to understand the past.</li> <li>Developments and technology affect the way people live.</li> <li>The actions of individuals can affect history.</li> <li>Secondary sources provide information about the past.</li> <li>Primary sources provide information about events from a first person perspective.</li> </ul>		<ul style="list-style-type: none"> <li>How does life change throughout history?</li> <li>What is the difference between primary and secondary resources?</li> <li>How can we learn about the family/community history of others?</li> <li>What are the different Native American cultures?</li> <li>What were the first North American colonies?</li> <li>Where did immigrants come from and how did they choose where they settled?</li> <li>How has technology changed the way people live?</li> <li>Who are historical figures that have made a difference in the lives of others?</li> </ul>
NJSLS/CCS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
SOC.6.1.4.D.C S1  SOC.6.1.4.D.1  SOC.6.1.4.D.2	<ul style="list-style-type: none"> <li>Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> <li>Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</li> <li>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast life in the past with life today.</li> <li>Compare and contrast family life in the past with life today.</li> <li>Make predictions about changes in the future.</li> <li>Use terms relate to time to talk about events.</li> <li>Describe events in chronological order.</li> <li>Identify tools and resources used to learn about history.</li> <li>Use a variety of sources including print, oral, and visual to form an understanding of the past.</li> <li>Know the different between primary and secondary sources.</li> </ul>



SOC.6.1.4.D.3	<ul style="list-style-type: none"> <li>• Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</li> </ul>	<ul style="list-style-type: none"> <li>• Use secondary sources such as biographies to learn about the past.</li> </ul>
SOC.6.1.4.D.C S2	<ul style="list-style-type: none"> <li>• Key historical events, documents, and individuals led to the development of our nation.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Native Americans were the first inhabitant to American.</li> </ul>
SOC.6.1.4.D.4	<ul style="list-style-type: none"> <li>• Explain how key events led to the creation of the United States and the state of New Jersey.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare Native American cultures from different regions.</li> </ul>
SOC.6.1.4.D.5	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare life in the past to life today.</li> </ul>
SOC.6.1.4.D.6	<ul style="list-style-type: none"> <li>• Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the contributions of notable individuals.</li> </ul>
SOC.6.1.4.D.C S3	<ul style="list-style-type: none"> <li>• Personal, family, and community history is a source of information for individuals about the people and places around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that some things change while others stay the same.</li> </ul>
SOC.6.1.4.D.10	<ul style="list-style-type: none"> <li>• Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the first colonies in North America.</li> </ul>
SOC.6.1.4.C.12	<ul style="list-style-type: none"> <li>• Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the founding of the United States.</li> </ul>
SOC.6.1.4.C.16	<ul style="list-style-type: none"> <li>• Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how the arrival of Europeans affected Native Americans.</li> </ul>
SOC.6.1.4.A.9	<ul style="list-style-type: none"> <li>• Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key people and events that shaped out nation.</li> </ul>
SOC.6.1.4.A.10	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that over time the United States grew in size.</li> </ul>
		<ul style="list-style-type: none"> <li>• Understand the some immigrants did not come voluntarily.</li> </ul>
		<ul style="list-style-type: none"> <li>• Know that immigration continues today.</li> </ul>
		<ul style="list-style-type: none"> <li>• Know where immigrants came from and where they settled.</li> </ul>
		<ul style="list-style-type: none"> <li>• Know why people immigrate to the United States.</li> </ul>
		<ul style="list-style-type: none"> <li>• Compare life in the past to life today.</li> </ul>
		<ul style="list-style-type: none"> <li>• Understand that some things change while others stay the same.</li> </ul>
		<ul style="list-style-type: none"> <li>• Identify the contributions of innovators.</li> </ul>
		<ul style="list-style-type: none"> <li>• Identify technological innovations that helped shape our nation.</li> </ul>
		<ul style="list-style-type: none"> <li>• Understand that individuals can affect history.</li> </ul>
		<ul style="list-style-type: none"> <li>• Identify the contributions of historical figures who affected our nation's history.</li> </ul>
		<ul style="list-style-type: none"> <li>• Identify historical figure who exemplify admirable character traits.</li> </ul>

	ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS	INTERNET AND OTHER RESOURCES
	<ul style="list-style-type: none"> <li>• Differentiate when to use a primary source vs. a secondary source.</li> <li>• Culture fair – sharing culture and family history</li> <li>• Group diorama on Native American groups.</li> <li>• Research project using primary and secondary resources.</li> <li>• Create family timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Brainpop Jr.</li> <li>• Razkids – biographies</li> <li>• Bookflix – Information texts</li> <li>• <a href="https://Kids.USA.gov">https://Kids.USA.gov</a></li> <li>• <a href="http://primarygames.com/social_studies.php">primarygames.com/social studies.php</a></li> <li>• <a href="http://mrnussbaum.com/second-grade-social-studies/">mrnussbaum.com/second-grade-social-studies\</a></li> </ul> <p><b>Literature Resources:</b></p> <p>The Encounter – Jane Yolen</p> <p>The Name Jar – Yangsook Choi</p> <p>All the Way to America – Dan Waccarino</p> <p><b>**Various biographies</b></p>

## GRADE 3

### Unit 1: Our Community

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>People establish different types of communities to meet their basic needs.</li> <li>A community or region has unifying characteristics.</li> <li>There are different types of communities but they all share some characteristics.</li> </ul>		<ul style="list-style-type: none"> <li>What makes a good community?</li> <li>What are some good qualities of communities you know?</li> <li>What makes your community a good place to live?</li> </ul>
NJSLS	<b>KNOWLEDGE</b>  <b>Students will know how to:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.P.B.1 6.1.4.B.1 6.1.4.B.2 6.1.4.B.3	<ul style="list-style-type: none"> <li>Everyone is part of a larger neighborhood and community.</li> <li>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of the physical features of the neighborhood/community.</li> <li>Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li> <li>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.</li> <li>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.</li> </ul>

	<b>ASSESSMENTS/PERFORMANCE TASKS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>• Chapter 1 Lesson Tests 1-3 (Teacher Made)</li> <li>• Chapter 1 Test</li> <li>• Unit Resources</li> <li>• Got It? Questions</li> <li>• Target Questions</li> <li>• My Story Video</li> <li>• My Story Spark</li> <li>• myWorld Activity Cards #1-5</li> <li>• myWorld Chapter Activity Support</li> <li>• myWorld Leveled Readers (Online)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pearson myWorld Online Resource</a></li> <li>• <a href="#">Brain Pop Jr. - Rural, Suburban, and Urban</a></li> <li>• <a href="#">United Streaming - Citizenship in the Community City, Suburb, and Rural Communities</a></li> <li>• <a href="#">United Streaming - How Communities Are Alike and Different</a></li> <li>• <a href="#">Smart Exchange - Communities</a></li> <li>• <a href="#">Smart Exchange - Communities Quiz</a></li> <li>• <a href="#">Smart Exchange - Kinds of Communities</a></li> <li>• <a href="#">Smart Exchange- 3 Kinds of Communities</a></li> <li>• <a href="#">Smart Exchange - My Community</a></li> <li>• <a href="#">Interactive Map- Types of Communities</a></li> <li>• <a href="#">Jeopardy Review Game</a></li> </ul>

## GRADE 3

### Unit 2: Our Environment

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Maps and globes can be used to locate places, physical features such as landforms, bodies of water and features made by humans.</li> <li>The environment (including weather, climate, and natural resources) varies from one place to another and influences how and where people, plants, and animals live.</li> </ul>		<ul style="list-style-type: none"> <li>How do we interact with our planet?</li> <li>How does climate affect land, plants, and animals?</li> <li>How does land and water change from place to place?</li> <li>What are ways we use natural resources?</li> </ul>
NJSLS	<b>KNOWLEDGE</b>  <b>Students will know how to:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.4.B.4	<ul style="list-style-type: none"> <li>Places are jointly characterized by their physical and human properties.</li> <li>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> <li>Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</li> <li>Compare ways people choose to use and divide natural resources.</li> <li>Relate advances in science and technology to environmental concerns, and to actions taken to address them.</li> </ul>
6.1.4.B.6		
6.1.4.B.8		
6.1.4.B.9		

	<b>ASSESSMENTS/PERFORMANCE TASKS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>• Chapter 2 Lesson Tests 1-3 (Teacher Made)</li> <li>• Chapter 2 Test</li> <li>• Unit Resources</li> <li>• Got It? Questions</li> <li>• Target Questions</li> <li>• My Story Video</li> <li>• My Story Spark</li> <li>• myWorld Activity Cards #6-10</li> <li>• myWorld Chapter Activity Support</li> <li>• myWorld Leveled Readers (Online)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pearson myWorld Online Resource</a></li> <li>• <a href="#">Brain Pop, Jr. - Landforms</a></li> <li>• <a href="#">Brain Pop, Jr. - Slow Land Changes</a></li> <li>• <a href="#">Brain Pop, Jr. - Recycling</a></li> <li>• <a href="#">Smart Exchange - Landforms</a></li> <li>• <a href="#">Smart Exchange - Weathering and Erosion</a></li> <li>• <a href="#">United Streaming - Landforms: Number One</a></li> <li>• <a href="#">United Streaming - Let's Talk Geography: Landforms</a></li> <li>• <a href="#">Landforms</a></li> </ul>

## GRADE 3

### UNIT 3: Communities Build a Nation

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Communities change over time.</li> <li>Conflicts sometimes arise over resources.</li> <li>Our nation has been shaped by events and actions of the past.</li> <li>The actions of individuals can affect history.</li> </ul>		<ul style="list-style-type: none"> <li>How does our past affect our present?</li> <li>How does the history of our country affect how we live today?</li> <li>What happened in the past that shapes your life today?</li> </ul>
NJSLS	<b>KNOWLEDGE</b>  <b>Students will know how to:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.4.D.1 6.1.4.D.3 6.1.4.D.4 6.1.4.D.11 6.1.4.D.13 6.1.4.D.14	<ul style="list-style-type: none"> <li>Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> <li>Key historical events, documents, and individuals led to the development of our nation.</li> <li>Personal, family, and community history is a source of information for individuals about the people and places around them.</li> <li>Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</li> <li>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</li> <li>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</li> <li>Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</li> <li>Explain how key events led to the creation of the United States and the state of New Jersey.</li> <li>Determine how local and state communities have changed over time, and explain the reasons for changes.</li> <li>Describe how culture is expressed through and influenced by the behavior of people.</li> <li>Trace how the American identity evolved over time.</li> </ul>

	<b>ASSESSMENTS/PERFORMANCE TASKS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>• Chapter 3 Lesson Tests 1-6 (Teacher Made)</li> <li>• Chapter 3 Test</li> <li>• Unit Resources</li> <li>• Got It? Questions</li> <li>• Target Questions</li> <li>• My Story Video</li> <li>• My Story Spark</li> <li>• myWorld Activity Cards #11-15</li> <li>• myWorld Chapter Activity Support</li> <li>• myWorld Leveled Readers (Online)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pearson myWorld Online Resource</a></li> <li>• <a href="#">United Streaming - Long Ago, Yesterday, and Today</a></li> <li>• <a href="#">United Streaming - Native Americans: The First Peoples</a></li> <li>• <a href="#">United Streaming - Moving to America: Then and Now</a></li> <li>• <a href="#">Christopher Columbus Game</a></li> <li>• <a href="#">Native American Profiles, Tribes, Histories, Symbolism, and Activities for Kids</a></li> <li>• <a href="#">Interactive Native American Games</a></li> </ul>



## GRADE 3

### Unit 4: U.S. Government

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>The U.S. governments was founded on democratic principles and beliefs.</li> <li>The three branches of government were established to limit each branch's power and to protect the rights of citizens.</li> <li>Local, state, and national governments make and enforce laws and provide different kinds of services to meet the needs of citizens.</li> </ul>		<ul style="list-style-type: none"> <li>What are rules that follow?</li> <li>Why do you follow rules?</li> <li>What kinds of jobs do you think people do when they work for the government?</li> <li>Who is the leader of your community?</li> <li>How do local leaders help your community?</li> </ul>
NJSLS	<b>KNOWLEDGE</b>  <b>Students will know how to:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.4.A.1	<ul style="list-style-type: none"> <li>Rules and laws are developed to protect people's rights and the security and welfare of society.</li> <li>The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li> <li>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.</li> <li>In a representative democracy, individuals elect representatives to act on the behalf of the people.</li> <li>The United States democratic system requires active participation of its citizens.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</li> <li>Distinguish the roles and responsibilities of the three branches of the national government.</li> <li>Explain how national and state governments share power in the federal system of government.</li> <li>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</li> </ul>
6.1.4.A.2		
6.1.4.A.4		
6.1.4.A.5		
6.1.4.A.6		

6.1.4.A.7 6.1.4.A.8 6.1.4.A.11 6.1.4.A.12		<p>levels.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Explain the process of creating change at the local, state, or national level.</li> </ul>
	<b>ASSESSMENTS/PERFORMANCE TASKS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>• Chapter 4 Lesson Tests 1-3 (Teacher Made)</li> <li>• Chapter 4 Test</li> <li>• Unit Resources</li> <li>• Got It? Questions</li> <li>• Target Questions</li> <li>• My Story Video</li> <li>• My Story Spark</li> <li>• myWorld Activity Cards #16-20</li> <li>• myWorld Chapter Activity Support</li> <li>• myWorld Leveled Readers (Online)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pearson myWorld Online Resource</a></li> <li>• <a href="#">United Streaming - Sssshhhh! We're Writing the Constitution</a></li> <li>• <a href="#">United Streaming - America at Its Best: The American Government</a></li> <li>• <a href="#">Smart Exchange - Citizenship &amp; Civic Responsibilities</a></li> <li>• <a href="#">Brain Pop- Bill of Rights</a></li> <li>• <a href="#">Smart Exchange - 3 Branches of U.S. Government</a></li> <li>• <a href="#">Smart Exchange - Branches of Government</a></li> <li>• <a href="#">Smart Exchange - Three Branches of Government</a></li> <li>• <a href="#">Smart Exchange - Branches of U.S. Government</a></li> <li>• <a href="#">United Streaming - This is Our: Government</a></li> <li>• <a href="#">Brain Pop, Jr.- Branches of Government</a></li> <li>• <a href="#">Brain Pop, Jr. - Local and State Governments</a></li> <li>• <a href="#">Brain Pop, Jr. - President</a></li> <li>• <a href="#">Celebrate the Constitution</a></li> </ul>

## GRADE 3

### UNIT 5: Citizenship

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Good citizens participate in their communities and work for the common good.</li> <li>Many American heros have taken risks and overcome obstacles to help others.</li> <li>Civic organizations and individuals in our country and around the world have made contributions to important causes that benefit the common good.</li> </ul>		<ul style="list-style-type: none"> <li>How can someone be a good citizen, and what does it mean to help people?</li> <li>How can you make sure that people's rights are respected?</li> <li>What kind of ideas would you most like to stand up for?</li> </ul>
NJSLS	<b>KNOWLEDGE</b>  <b>Students will know how to:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.P.A.1 6.1.P.A.2 6.1.P.A.3 6.1.4.A.3 6.1.4.A.9 6.1.4.A.10	<ul style="list-style-type: none"> <li>Citizenship begins with becoming a contributing member of the classroom community.</li> <li>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> <li>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of rules by following most classroom routines.</li> <li>Demonstrate responsibility by initiating simple classroom tasks and jobs.</li> <li>Demonstrate appropriate behavior when collaborating with others.</li> <li>Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</li> <li>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li> <li>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.</li> </ul>

	ASSESSMENTS/PERFORMANCE TASKS	INTERNET AND OTHER RESOURCES
	<ul style="list-style-type: none"> <li>• Chapter 5 Lesson Tests 1-3 (Teacher Made)</li> <li>• Chapter 5 Test</li> <li>• Unit Resources</li> <li>• Got It? Questions</li> <li>• Target Questions</li> <li>• My Story Video</li> <li>• My Story Spark</li> <li>• myWorld Activity Cards #21-25</li> <li>• myWorld Chapter Activity Support</li> <li>• myWorld Leveled Readers (Online)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pearson myWorld Online Resource</a></li> <li>• <a href="#">Brain Pop, Jr. - Harriet Tubman</a></li> <li>• <a href="#">Brain Pop, Jr.- Abraham Lincoln</a></li> <li>• <a href="#">YouTube- Our Friend Martin</a></li> <li>• <a href="#">YouTube- Thurgood Marshall</a></li> <li>• <a href="#">Brain Pop- Cesar Chavez</a></li> <li>• <a href="#">Bio.com- Clara Barton</a></li> <li>• <a href="#">Bio.com- Mary Mcleod Bethune</a></li> <li>• <a href="#">Bio.com- Susan B. Anthony</a></li> </ul>

## GRADE 3

### Unit 6: A Growing Nation

#### Content Strand: Civics, Government, and Human Rights/Economics, Innovation, and Technology/History, Culture, and Perspectives

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Communities change over time.</li> <li>Technological developments affect how people live.</li> <li>Individuals can affect communities.</li> <li>Some things change over time and some things remain the same.</li> </ul>		<ul style="list-style-type: none"> <li>How have you changed over time?</li> <li>What new things can you do that you couldn't do when you were younger?</li> <li>How might your life change if you move somewhere new?</li> <li>How do you communicate with people in your community?</li> <li>How do you think people's lives can be improved in your community?</li> </ul>
NJSLS	<b>KNOWLEDGE</b>  <b>Students will know how to:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.4.A.10 6.1.4.C.12 6.1.4.C.14 6.1.4.C.15 6.1.4.C.16 6.1.4.C.17 6.1.4.C.18	<ul style="list-style-type: none"> <li>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> <li>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</li> <li>Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</li> <li>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</li> <li>Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</li> <li>Describe how the development of different transportation systems impacted the economies of New Jersey and the</li> </ul>

6.1.4.D.3	<ul style="list-style-type: none"> <li>Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> </ul>	<p>United States.</p> <ul style="list-style-type: none"> <li>Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> <li>Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</li> <li>Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</li> <li>Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</li> </ul>
	<b>ASSESSMENTS/PERFORMANCE TASKS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>Chapter 6 Lesson Tests 1-4 (Teacher Made)</li> <li>Chapter 6 Test</li> <li>Unit Resources</li> <li>Got It? Questions</li> <li>Target Questions</li> <li>My Story Video</li> <li>My Story Spark</li> <li>myWorld Activity Cards #26-30</li> <li>myWorld Chapter Activity Support</li> <li>myWorld Leveled Readers (Online)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Pearson myWorld Online Resource</a></li> <li><a href="#">Smart Exchange - Volunteering and Jobs</a></li> <li><a href="#">Smart Exchange - Volunteering</a></li> <li><a href="#">Smart Exchange - Citizen Rights and Responsibilities in Your Community</a></li> <li><a href="#">Smart Exchange - Citizenship in the Community</a></li> <li><a href="#">United Streaming - TLC Elementary School: Understanding Good Citizenship</a></li> <li><a href="#">United Streaming - Citizenship in the Community</a></li> <li><a href="#">United Streaming - America at Its Best: What It Means to Be an American Citizen</a></li> <li><a href="#">Brain Pop, Jr. - Rights and Responsibilities</a></li> </ul>

## GRADE 3

### UNIT 7: Working in Our Communities

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• People have to make choices about needs and wants because all resources are limited.</li> <li>• People trade goods and services within communities, with other states, and with other countries.</li> <li>• People are both producers and consumers of good and services.</li> <li>• People depend on each other as producers, consumers, savers, and borrowers.</li> </ul>		<ul style="list-style-type: none"> <li>• What are the things you need in your life and how do you get these things?</li> <li>• Where do you acquire the things you use everyday?</li> <li>• What are other ways of acquiring needs and wants other than purchasing them?</li> <li>• How can having jobs get people what they need and want?</li> </ul>
NJSLS	<b>KNOWLEDGE</b>  <b>Students will know how to:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.4.C.1 6.1.4.C.2 6.1.4.C.3 6.1.4.C.4 6.1.4.C.5 6.1.4.C.9 6.1.4.C.10	<ul style="list-style-type: none"> <li>• People make decisions based on their needs, wants, and the availability of resources.</li> <li>• Economics is a driving force for the occurrence of various events and phenomena in societies.</li> <li>• Availability of resources affects economic outcomes.</li> <li>• Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</li> <li>• Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> <li>• Explain why incentives vary between and among producers and consumers.</li> <li>• Describe how supply and demand influence price and output of products.</li> <li>• Explain the role of specialization in the production and exchange of goods and services.</li> <li>• Compare and contrast how the availability of resources affects people across the world differently.</li> <li>• Explain the role of money, savings, debt, and investment in</li> </ul>

6.1.4.C.11		<p>individuals' lives.</p> <ul style="list-style-type: none"> <li>Recognize the importance of setting long-term goals when making financial decisions within the community.</li> </ul>
	<b>ASSESSMENTS/PERFORMANCE TASKS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>Chapter 7 Lesson Tests 1-5 (Teacher Made)</li> <li>Chapter 7 Test</li> <li>Unit Resources</li> <li>Got It? Questions</li> <li>Target Questions</li> <li>My Story Video</li> <li>My Story Spark</li> <li>myWorld Activity Cards #31-35</li> <li>myWorld Chapter Activity Support</li> <li>myWorld Leveled Readers (Online)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Pearson myWorld Online Resource</a></li> <li><a href="#">Brain Pop Jr. - Goods and Services</a></li> <li><a href="#">Brain Pop Jr. - Needs and Wants</a></li> <li><a href="#">Brain Pop - Supply and Demand</a></li> <li><a href="#">Smart Exchange - Supply and Demand</a></li> <li><a href="#">Smart Exchange - Economic Choices</a></li> <li><a href="#">Smart Exchange - Pizza Company Economics</a></li> <li><a href="#">Smart Exchange - Scarcity</a></li> <li><a href="#">United Streaming - How Our Economy Works: All About Earning and Spending Money</a></li> <li><a href="#">United Streaming - Economics: The Production, Distribution, and Consumption of Goods</a></li> <li><a href="#">Brain Pop- Banking</a></li> <li><a href="#">Brain Pop- Comparing Prices</a></li> <li><a href="#">Brain Pop- Interest</a></li> <li><a href="#">Brain Pop- Credit Cards</a></li> <li><a href="#">Brain Pop, Jr. - Spending and Saving</a></li> </ul>



## GRADE 3

### Unit 8: Celebrating Our Communities

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Culture is the way of life of a group of people; the food they eat, the language they speak, the clothing they wear, the stories they tell, the music and art they create, as well as the community they live in.</li> <li>• Different cultural groups meet their needs in diverse ways.</li> <li>• Cultural groups live together to create communities around the world.</li> <li>• Celebrations are a reflection of cultural heritage and tradition.</li> </ul>		<ul style="list-style-type: none"> <li>• What is your culture and how does it affect your daily life and interests?</li> <li>• What different cultures are represented in your community?</li> <li>• Why does diversity help communities?</li> <li>• How does your culture affect your daily life and interests?</li> </ul>
NJSLS	<b>KNOWLEDGE</b>  <b>Students will know how to:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.P.D.1	<ul style="list-style-type: none"> <li>• Individuals and families have unique characteristics.</li> <li>• There are many different cultures within the classroom and community.</li> <li>• Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> <li>• Personal, family, and community history is a source of information for individuals about the people and places around them.</li> <li>• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</li> <li>• Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group</li> </ul>	<ul style="list-style-type: none"> <li>• Describe characteristics of oneself, one's family, and others.</li> <li>• Demonstrate an understanding of family roles and traditions.</li> <li>• Express individuality and cultural diversity (e.g., through dramatic play).</li> <li>• Learn about and respect other cultures within the classroom and community.</li> <li>• Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</li> <li>• Determine how local and state communities have changed over time, and explain the reasons for changes.</li> <li>• 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.</li> <li>• Describe how culture is expressed through and influenced by the behavior of people.</li> <li>• Trace how the American identity evolved over time.</li> <li>• Explain the role of historical symbols, monuments, and</li> </ul>
6.1.P.D.2		
6.1.P.D.3		
6.1.P.D.4		
6.1.4.D.3		
6.1.4.D.11		
6.1.4.D.12		
6.1.4.D.13		

6.1.4.D.14 6.1.4.D.17 6.1.4.D.18 6.1.4.D.19	<ul style="list-style-type: none"> <li>of people.</li> <li>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> <li>Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>holidays and how they affect the American identity.</li> <li>Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</li> <li>Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</li> </ul>
	<b>ASSESSMENTS/PERFORMANCE TASKS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>Chapter 8 Lesson Tests 1-4 (Teacher Made)</li> <li>Chapter 8 Test</li> <li>Unit Resources</li> <li>Got It? Questions</li> <li>Target Questions</li> <li>My Story Video</li> <li>My Story Spark</li> <li>myWorld Activity Cards #36-40</li> <li>myWorld Chapter Activity Support</li> <li>myWorld Leveled Readers (Online)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Pearson myWorld Online Resource</a></li> <li><a href="#">Smart Exchange - Comparing December Holiday Traditions</a></li> <li><a href="#">Smart Exchange - Holidays and Celebrations</a></li> <li><a href="#">Smart Exchange - Martin Luther King</a></li> <li><a href="#">Smart Exchange - Martin Luther King, Jr.</a></li> <li><a href="#">Smart Exchange - Martin Luther King Game</a></li> <li><a href="#">Smart Exchange - Valentine's Day Trivia</a></li> <li><a href="#">Smart Exchange - Word Fun</a></li> <li><a href="#">Smart Exchange - Celebrate Earth Day</a></li> <li><a href="#">Smart Exchange - What's the Purpose in Celebrating These National Holidays?</a></li> <li><a href="#">Smart Exchange- Holidays Around the World</a></li> <li><a href="#">Smart Exchange - National Holidays (Question Set)</a></li> <li><a href="#">United Streaming - Holiday Facts and Fun</a></li> <li><a href="#">Brain Pop– Winter Holidays</a></li> </ul>

## GRADE 4

### Unit A: Civics Handbook

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Government is a system for running a community, state, or country.</li> <li>The U.S. Constitution describes the system of representative democracy in the United States.</li> <li>Governments collect taxes to pay for the services they provide and make laws to protect their citizens.</li> <li>Good citizens participate in their government.</li> </ul>		<ul style="list-style-type: none"> <li>What is government?</li> <li>What kind of government does the United States have?</li> <li>What is a constitution?</li> <li>What are the three branches of government and what purposes do they serve?</li> <li>How can you be a good citizen in your home, school, and community?</li> </ul>
NJSLS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.4.A.1	<ul style="list-style-type: none"> <li>Rules and laws are developed to protect people's rights and the security and welfare of society</li> <li>The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li> <li>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (ie. Freedom of expression, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</li> <li>Determine how "fairness", "equality", and the "common good" have influenced new laws and policies over time at the local and national levels of United States governments.</li> <li>Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</li> </ul>
6.1.4.A.2		
6.1.4.A.3		
6.1.4.A.4		
6.1.4.A.5		

6.1.4.A.6	<ul style="list-style-type: none"> <li>In a representative democracy, individuals elect representatives to act on the behalf of the people.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish the roles and responsibilities of the three branches of the national government.</li> </ul>
6.1.4.A.7	<ul style="list-style-type: none"> <li>The United States democratic system requires active participation of its citizens.</li> </ul> <p>Active citizens in the 21<sup>st</sup> century:</p>	<ul style="list-style-type: none"> <li>Explain how national and state governments share power in the federal system of government.</li> </ul>
6.1.4.A.8	<ul style="list-style-type: none"> <li>Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
6.1.4.A.11	<ul style="list-style-type: none"> <li>Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
6.3.4.A.1	<ul style="list-style-type: none"> <li>Are aware of their relationships to people, places, and resources in the local community and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
RI.4.1	<ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</li> </ul>
RI.4.2	<ul style="list-style-type: none"> <li>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> </ul>	
RI.4.3	<ul style="list-style-type: none"> <li>Explain events, procedures, ideas or concepts in a historical, scientific text, including what happened and why based on specific information in the text.</li> </ul>	
RI.4.7	<ul style="list-style-type: none"> <li>Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> </ul>	
SL.4.1	<ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> </ul>	

	<ul style="list-style-type: none"> <li>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>	
	<b>ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>Informal observation/anecdotal notes</li> <li>Closely read and respond to text dependent questions.</li> <li>“Talk About it” Questions in each core lesson to monitor comprehension</li> <li>Student Learning Log</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Brain Pop Three Branches of Government and The Constitution</a></li> <li>Unit videos</li> <li>YouTube video of civics/government</li> <li>PearsonSuccessnetPlus.com</li> <li>We the Kids by David Catrow</li> <li>Shh! We’re Writing the Constitution</li> <li>School House Rock “I’m Just a Bill”</li> </ul>

## GRADE 4

### Unit B: Geography Handbook

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Maps share basic elements.</li> <li>Different types of maps (political, physical) have different purposes.</li> </ul>		<ul style="list-style-type: none"> <li>What is geography?</li> <li>What are questions you would ask a geographer about the five themes of geography?</li> <li>What are Earth's largest landforms and bodies of water called?</li> <li>What can you learn by studying the globe?</li> <li>What do longitude and latitude lines mean?</li> <li>How can you determine a location of a place using longitude and latitude?</li> <li>What is the difference and purposes of a political map and a physical map?</li> <li>What symbols might you find in a map key and how can it help you "read" a map?</li> <li>What information can be drawn from a map scale?</li> <li>How would you describe the location of a place (New Jersey)?</li> </ul>
NJSLS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.4.B.1 6.1.4.B.3 6.1.4.B.4	<ul style="list-style-type: none"> <li>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on earth.</li> <li>Places are jointly characterized by their physical and human properties.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast information that can be found on different types of maps and determine when the information may be useful.</li> <li>Use physical and political maps to explain how the location and spatial relationships of places in New Jersey, the United States, and other areas worldwide, have</li> </ul>

6.1.4.B.5	<ul style="list-style-type: none"> <li>The physical environment can both accommodate and be endangered by human activities.</li> </ul>	<p>contributed to cultural diffusion and economic interdependence.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Describe how human interaction impacts the environment in New Jersey and the United States.</li> </ul>
	<p><b>ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS</b></p>	<p><b>INTERNET AND OTHER RESOURCES</b></p>
	<ul style="list-style-type: none"> <li>Informal observation/anecdotal notes</li> <li>“Talk About it” Questions in each lesson</li> <li>Student Learning Log</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Brain Pop Natural Resources</a></li> <li><a href="#">eWord Games Geography</a></li> <li><a href="#">Renewable and non-renewable resources SmartBoard Lesson</a></li> <li><a href="#">Map Resources</a></li> <li><a href="#">Water: A Natural Resource SmartBoard lesson</a></li> <li><a href="#">Regional Maps</a></li> <li><a href="#">Latitude and Longitude Question Set</a></li> <li><a href="#">Map Game</a></li> <li>Unit videos</li> <li><a href="#">YouTube video of regions</a></li> <li><a href="#">www/myWorldSocialStudies.com</a></li> <li><a href="#">Brain Pop Natural Resources</a></li> <li><a href="#">eWord Games Geography</a></li> <li><a href="#">Mountains Brain PoP</a></li> <li><a href="#">SmartBoard Landforms Lesson</a></li> </ul>

## GRADE 4

### UNIT C: Economics Handbook

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Competition is important to market economies.</li> <li>• Supply and demand are connected and help determine prices of goods.</li> <li>• The U.S. economy is a free market in which private people own most businesses, not the government</li> </ul>		<ul style="list-style-type: none"> <li>• What do the terms demand and supply mean?</li> <li>• What is a free market economy?</li> <li>• In a free market, what happens when multiple stores compete for customers' business?</li> <li>• What is one effect of the global economy on consumers?</li> </ul>
NJSLS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.4.C.1 6.1.4.C.2 6.1.4.C.4 6.1.4.C.5 6.1.4.C.6 6.1.4.C.8 6.1.4.C.10 6.1.4.D.11	<ul style="list-style-type: none"> <li>• People make decisions based on their needs, wants, and the availability of resources.</li> <li>• Economics is a driving force for the occurrence of various events and phenomena in societies.</li> <li>• Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.</li> <li>• Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions including ones made in their communities.</li> <li>• Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> <li>• Describe how supply and demand influence price and output of products.</li> <li>• Explain the role of specialization in the production and exchange of goods and services.</li> <li>• Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> <li>• Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</li> </ul>



		<ul style="list-style-type: none"> <li>• Explain the role of money, savings, debt, and investment in individuals' lives.</li> <li>• Recognize the importance of setting long-term goals when making financial decisions within the community.</li> </ul>
	<b>ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>• Informal Observation/anecdotal notes</li> <li>• "Talk about it" Questions to monitor comprehension</li> <li>• <i>"Handbook" Assessment</i></li> <li>• "Assessment" after each lesson</li> <li>• Student Learning Log</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Brain Pop Industrial Revolution</a></li> <li>• <a href="#">Brain Pop Assembly Line</a></li> <li>• <a href="#">Money Brain POP</a></li> <li>• <a href="#">Interest Brain Pop</a></li> <li>• <a href="#">Budgeting Brain Pop</a></li> <li>• <a href="#">Banking Brain Pop</a></li> <li>• <a href="#">Economic System Smart Board lesson</a></li> <li>• Discovery Education (United Streaming)</li> <li>• Unit Videos</li> </ul>

## GRADE 4

### Unit 1: The Geography of New Jersey

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>The climate and physical features of New Jersey affect the way its people work and live.</li> <li>In New Jersey, there are several distinct regions, each with its own culture, resources, politics, and geography.</li> <li>The people of New Jersey have made choices about how to use the state's unique natural resources.</li> <li>Human interaction has affected the environment in New Jersey and the United States. Actions have been taken to address environmental concerns.</li> </ul>		<ul style="list-style-type: none"> <li>How does New Jersey's geography affect our lives?</li> <li>Tell about the land, water, and human-made features of your community.</li> <li>How do these features make your community special?</li> <li>How does using natural resources of New Jersey affect the rest of the nation?</li> </ul>
NJSLS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
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.9 6.1.4.B.10 6.3.4.B.1	<ul style="list-style-type: none"> <li>Places are jointly characterized by their physical and human properties.</li> <li>The physical environment can both accommodate and be endangered by human activities.</li> <li>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Describe how human interaction impacts the environment in New Jersey and the United States. List four natural resources found in the East.</li> <li>Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</li> <li>Explain why some locations in New Jersey and the United States are more suited for settlement than others.</li> <li>Compare ways people choose to use and distribute natural resources.</li> </ul>

	<ul style="list-style-type: none"> <li>• Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</li> <li>• Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. Active citizens in the 21<sup>st</sup> century:</li> <li>• Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>• Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>• Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>• Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> <li>• Develop strategies to reach consensus and resolve conflict.</li> <li>• Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate advances in science and technology to environmental concerns, and to actions taken to address them.</li> <li>• Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g. maps, globes, data visualizations) can be used to understand cultural differences.</li> <li>• Plan and participate in an advocacy project to inform others about environmental issues at the local and state level and propose possible solutions.</li> </ul>
	<b>ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>• Informal Observation/anecdotal notes</li> <li>• “Talk about it” Questions in each core lesson to monitor comprehension</li> <li>• <i>Assessment Options</i> Core Lesson Text Dependent Questions</li> <li>• <i>Assessment Options</i> Chapter 1 Test</li> <li>• “Extend Activities” after each lesson</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Landforms SmartBoard</a></li> <li>• <a href="http://www.weather.com">www.weather.com</a></li> <li>• <a href="#">Brain Pop Natural Resources</a></li> <li>• <a href="#">eWord Games Geography</a></li> <li>• <a href="#">Mountains Brain PoP</a></li> <li>• <a href="#">SmartBoard Landforms Lesson</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Student Learning Log</li> </ul>	<ul style="list-style-type: none"> <li>• Unit videos</li> <li>• <a href="#">Human Rights Smart Board Lesson</a></li> <li>• <a href="#">Economic System Smart Board lesson</a></li> <li>• <a href="#">New Jersey Smart Board Lesson</a></li> <li>• <a href="#">New Jersey Natural Resources SmartBoard</a></li> <li>• United Streaming</li> </ul>
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## GRADE 4

### Unit 2: Early Peoples

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

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• People leave their homelands and resettle elsewhere for many reasons.</li> <li>• When groups settle in an area, they bring new ideas and ways of life.</li> <li>• The arrival of new groups to an area can lead to conflict.</li> </ul>		<ul style="list-style-type: none"> <li>• What causes people to migrate to new lands?</li> <li>• How did the Lenape contribute to New Jersey's history and culture?</li> <li>• Why did conflict occur as different groups moved to New Jersey?</li> </ul>
CCS/NJCCCS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.4.B.8 6.1.4.D.2 6.1.4.D.3 6.1.4.D.4 6.1.4.D.9	<ul style="list-style-type: none"> <li>• Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> <li>• Immigrants come to New Jersey and the United states for various reasons and have a major impact on the state and the nation</li> <li>• Key historical events, documents, and individuals led to the development of our nation.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare ways people choose to use and distribute natural resources.</li> <li>• Summarize reasons why various groups, voluntarily or involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</li> <li>• Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</li> </ul>

6.1.4.D.10 6.1.4.D.11 6.1.4.D.12 6.1.4.D.13 6.1.4.D.15	<ul style="list-style-type: none"> <li>• Personal, family, and community history is a source of information for individuals about the people and places around them.</li> <li>• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</li> <li>• Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</li> <li>• Cultures struggle to maintain traditions in a changing society.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how key events led to the creation of the United States and the state of New Jersey.</li> <li>• Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</li> <li>• Describe how the influence of Native American groups, including the Lenni Lenape culture is manifested in different regions of New Jersey.</li> <li>• Determine how local and state communities have changed over time, and explain the reasons for changes.</li> <li>• 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.</li> <li>• Describe how culture is expressed through and influenced by the behavior of people.</li> <li>• Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</li> </ul>
	<b>ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>• Informal Observation/anecdotal notes</li> <li>• “Talk about it” Questions in each core lesson to monitor comprehension</li> <li>• <i>Assessment Options</i> Core Lesson Text Dependent Questions</li> <li>• <i>Assessment Options</i> Chapter Test</li> <li>• “Extend Activities” after each lesson</li> <li>• Student Learning Log</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.landofthebrave.info/new-jersey-colony.htm">https://www.landofthebrave.info/new-jersey-colony.htm</a></li> <li>• <a href="http://www.ereferencedesk.com/resources/state-early-history/new-jersey.html">http://www.ereferencedesk.com/resources/state-early-history/new-jersey.html</a></li> <li>• <a href="http://www.nj.gov/state/historical/dos_his_ihfnj-video-archive.html">http://www.nj.gov/state/historical/dos_his_ihfnj-video-archive.html</a></li> <li>• <a href="https://nj.pbslearningmedia.org/">https://nj.pbslearningmedia.org/</a></li> <li>• <a href="https://www.docsteach.org/">https://www.docsteach.org/</a></li> <li>• United Streaming</li> <li>• Unit videos</li> </ul>

## GRADE 4

### Unit 3: An Independent Country

#### Content Strand: History, Culture, and Perspective; Economics, Innovation, and Technology; Civics, Government, and Human Rights

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• People can stand up for what they believe.</li> <li>• People who share ideals can accomplish common goals.</li> <li>• Political change can have costs and benefits for different groups.</li> <li>• There are basic rights that all people share.</li> </ul>		<ul style="list-style-type: none"> <li>• What is worth fighting for?</li> <li>• How did Governor William Livingston stand up to Parliament over unfair taxes?</li> <li>• Was freedom from British rule worth fighting for?</li> <li>• What rights did our nation's early leaders believe citizens should have?</li> </ul>
CCS/NJCCCS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
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 6.1.4.D.17 6.1.4.A.2 6.1.4.A.4	<ul style="list-style-type: none"> <li>• Key historical events, documents, and individuals led to the development of our nation.</li> <li>• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</li> <li>• Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</li> <li>• Rules and laws are developed to protect people's rights and the security and welfare of society. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how key events led to the creation of the United States and the state of New Jersey.</li> <li>• 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.</li> <li>• Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</li> <li>• Determine the significance of New Jersey's role in the American Revolution.</li> <li>• 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.</li> </ul>

6.1.4.A.5	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</li> <li>• Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</li> <li>• Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> <li>• Explain 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.</li> <li>• Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</li> <li>• Distinguish the roles and responsibilities of the three branches of government.</li> <li>• Explain how national and state governments share power in the federal system of government.</li> <li>• Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</li> <li>• Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</li> <li>• Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> <li>• Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</li> <li>• Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</li> </ul>
6.1.4.A.6		
6.1.4.C.12		
6.1.4.C.15		
6.1.4.C.16		
6.1.4.C.17		
6.1.4.C.18		

	ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS	INTERNET AND OTHER RESOURCES
	<ul style="list-style-type: none"> <li>• Informal Observation/anecdotal notes</li> <li>• “Talk about it” Questions in each core lesson to monitor comprehension</li> <li>• <i>Assessment Options</i> Core Lesson Text Dependent Questions</li> <li>• <i>Assessment Options</i> Chapter Test</li> <li>• “Extend Activities” after each lesson</li> <li>• Student Learning Log</li> </ul>	<ul style="list-style-type: none"> <li>• United Streaming</li> <li>• Unit videos</li> <li>• <a href="#">Brain Pop Three Branches of Government and The Constitution</a></li> <li>• Unit videos</li> <li>• YouTube video of civics/government</li> <li>• PearsonSuccessnetPlus.com</li> <li>• We the Kids by David Catrow</li> <li>• Shh! We’re Writing the Constitution</li> <li>• School House Rock “I’m Just a Bill” <a href="http://www.state.nj.us/hangout_nj/government.html">http://www.state.nj.us/hangout_nj/government.html</a></li> <li>• <a href="http://nj.gov/state/historykids/">http://nj.gov/state/historykids/</a></li> <li>• <a href="#">Benjamin Franklin Brain Pop</a></li> <li>• <a href="#">Declaration of Independence Brain Pop</a></li> <li>• <a href="#">Thomas Jefferson Brain Pop</a></li> <li>• <a href="#">George Washington Brain Pop</a></li> <li>• <a href="#">American Revolution Brain Pop</a></li> </ul>



## GRADE 4

### Unit 4: The Civil War

#### Content Strand: History, Culture, and Perspectives; Civics, Government, and Human Rights

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Social, political, and economic differences can lead to conflict.</li> <li>• People will fight to protect their beliefs and way of life.</li> <li>• In big wars, men, women, children, and the environment can all be affected.</li> <li>• Conflicts can have unexpected results that can reshape a country.</li> </ul>		<ul style="list-style-type: none"> <li>• How can social, political, and economic differences lead to conflict?</li> <li>• What is worth fighting for?</li> <li>• How are men, women, children and the environment affected by war?</li> <li>• How can people work together toward a common goal?</li> </ul>
CCS/NJCCCS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.4.A.3 6.1.4.A.9 6.1.4.A.11 6.1.4.A.16 6.1.4.D.3 6.1.4.D.9 6.1.4.D.12 6.1.4.D.16	<ul style="list-style-type: none"> <li>• American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> <li>• The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> <li>• The United States democratic system requires active participation of its citizens.</li> <li>• In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</li> <li>• Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> </ul>	<ul style="list-style-type: none"> <li>• . Determine how “fairness,” and “equality”, and the “<u>common good</u>” have influenced new laws and policies over time at the local and national levels of United States government.</li> <li>• Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li> <li>• 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.</li> <li>• Explore how national and international leaders, businesses, and global organizations to promote human rights and provide aid to individuals and nations in need.</li> <li>• Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.</li> <li>• Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</li> </ul>

	<ul style="list-style-type: none"> <li>• Key historical events, documents, and individuals led to the development of our nation.</li> <li>• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</li> <li>• Prejudice and discrimination can be obstacles to understanding other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</li> </ul>
	<p><b>ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS</b></p>	<p><b>INTERNET AND OTHER RESOURCES</b></p>
	<ul style="list-style-type: none"> <li>• Informal Observation/anecdotal notes</li> <li>• “Talk about it” Questions in each core lesson to monitor comprehension</li> <li>• <i>Assessment Options</i> Core Lesson Text Dependent Questions</li> <li>• <i>Assessment Options</i> Chapter Test</li> <li>• “Extend Activities” after each lesson</li> <li>• Student Learning Log</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Videos</li> <li>• <a href="http://mrnussbaum.com/civil-war/interactive/">http://mrnussbaum.com/civil-war/interactive/</a></li> <li>• <a href="https://educators.brainpop.com/bp-topic/civil-war/">https://educators.brainpop.com/bp-topic/civil-war/</a></li> <li>• <a href="http://education.seattlepi.com/fourth-grade-activities-civil-war-lessons-4962.html">http://education.seattlepi.com/fourth-grade-activities-civil-war-lessons-4962.html</a></li> <li>• <a href="http://www.pbs.org/kenburns/civil-war/classroom/teaching-civil-war/">http://www.pbs.org/kenburns/civil-war/classroom/teaching-civil-war/</a></li> </ul>

## GRADE 4

### Unit 5: A Time of Change in New Jersey

#### Content Strand: History, Culture, and Perspectives; Civics, Government, and Human Rights; Economics Innovations and Technology

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Inventors and their technologies changed how people lived and worked.</li> <li>Immigrants contributed to the nation's diversity, growth, and culture.</li> <li>In the early 20th century, many people worked to gain greater rights for workers, women, and minorities.</li> </ul>		<ul style="list-style-type: none"> <li>How did ideas, inventions, and other contributions impact the people of New Jersey</li> <li>How did immigrants contribute to the nations growth and culture?</li> <li>Determine how “fairness,” “equality,” and the “common good” have influenced change in the U.S. government.</li> </ul>
CCS/NJCCCS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.4.A.3  6.1.4.A.9  6.1.4.A.13  6.1.4.C.12  6.1.4.C.13  6.1.4.C.16  6.1.4.C.18	<ul style="list-style-type: none"> <li>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> <li>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> <li>Describe the process by which immigrants become United States citizens.</li> <li>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</li> <li>Creativity and innovations have led to improvements in lifestyle, access to</li> </ul>	<ul style="list-style-type: none"> <li>. Determine how “fairness,” and “equality”, and the “<u>common good</u>” have influenced new laws and policies over time at the local and national levels of United States government.</li> <li>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li> <li>Describe the process of creating change at the local state, or national level.</li> <li>Evaluate the impact of ideas, inventions and other contributions of prominent figures who lived New Jersey.</li> <li>Examine the qualities of entrepreneurs in a capitalistic society.</li> <li>Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</li> </ul>

6.1.4.D.2 6.1.4.D.1 6.1.4.D.18 6.1.4.B.6	<p>information, and the creation of new products.</p> <ul style="list-style-type: none"> <li>Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> <li>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> <li>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.</li> <li>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods</li> <li>Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</li> <li>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</li> <li>Trace how the American identity evolved over time.</li> <li>Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</li> <li>Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</li> </ul>
	<b>ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>Informal Observation/anecdotal notes</li> <li>"Talk about it" Questions in each core lesson to monitor comprehension</li> <li><i>Assessment Options</i> Core Lesson Text Dependent Questions</li> <li><i>Assessment Options</i> Chapter Test</li> <li>"Extend Activities" after each lesson</li> <li>Student Learning Log</li> </ul>	<ul style="list-style-type: none"> <li>Unit Videos</li> <li><a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a></li> <li><a href="https://www.ixl.com/social-studies/grade-4">https://www.ixl.com/social-studies/grade-4</a></li> <li><a href="http://www.tec-coop.org/lesson-plan/immigration-experience-4th-grade-unit">http://www.tec-coop.org/lesson-plan/immigration-experience-4th-grade-unit</a></li> <li><a href="http://www.njdigitalhighway.org/immigration_ethnicity_educ.php#immigration_nj">http://www.njdigitalhighway.org/immigration_ethnicity_educ.php#immigration_nj</a></li> <li><a href="https://nj.pbslearningmedia.org/collection/the-womens-movement/">https://nj.pbslearningmedia.org/collection/the-womens-movement/</a></li> <li><a href="https://vimeo.com/64975478">https://vimeo.com/64975478</a></li> <li><a href="https://www.youtube.com/watch?v=pFOieRHRzh8">https://www.youtube.com/watch?v=pFOieRHRzh8</a></li> </ul>

## GRADE 4

### Unit 6: Challenges and Opportunities

#### Content Strand: History, Culture, and Perspectives; Civics, Government, and Human Rights; Economics Innovations and Technology

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>People go to war to defend their homeland, to come to the aid of others, and to fight against aggression and oppression.</li> <li>The New Deal created a larger role for government, an issue that Americans still debate today.</li> <li>The 1950s and 1960s were times of increasing struggles by women and minorities for greater equality.</li> </ul>		<ul style="list-style-type: none"> <li>What are some examples of good and bad times people might go through?</li> <li>Do you think it was a good idea at the time for the government to take a greater role in making laws about how businesses should be run?</li> <li>How did Civil Rights affect the United States and New Jersey?</li> </ul>
CCS/NJCCCS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.4.A.9 6.1.4.A.14 6.1.4.A.15 6.1.4.A.16 6.1.4.C.16 6.1.4.D.14 6.1.4.D.19 6.1.4.D.20	<ul style="list-style-type: none"> <li>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> <li>The world is comprised of nations that are similar to and different from the United States.</li> <li>In an interconnected world, it is important to consider different cultural perspectives before proposing solution.</li> <li>In an interconnected world, increased collaboration is needed by individuals,</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li> <li>Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</li> <li>Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> <li>Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</li> <li>Explain how creativity and innovations resulted in scientific achievement and inventions in many cultures during different historical periods.</li> </ul>

	<p>groups, and nations to solve global problems.</p> <ul style="list-style-type: none"> <li>• Creativity and innovation have led to improvements in lifestyle, access to information and the creation of new products.</li> <li>• American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> <li>• People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives they held by their cultures, and their individual points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Trace how the American identity evolved over time.</li> <li>• Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</li> <li>• Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>
	<b>ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<ul style="list-style-type: none"> <li>• Informal Observation/anecdotal notes</li> <li>• “Talk about it” Questions in each core lesson to monitor comprehension</li> <li>• <i>Assessment Options</i> Core Lesson Text Dependent Questions</li> <li>• <i>Assessment Options</i> Chapter Test</li> <li>• “Extend Activities” after each lesson</li> <li>• Student Learning Log</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Videos</li> <li>• <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a></li> <li>• <a href="https://www.ixl.com/social-studies/grade-4">https://www.ixl.com/social-studies/grade-4</a></li> <li>• <a href="https://www.ixl.com/social-studies/grade-4/the-great-depression-part-i">https://www.ixl.com/social-studies/grade-4/the-great-depression-part-i</a></li> <li>• <a href="https://www.ixl.com/social-studies/grade-4/the-great-depression-part-ii">https://www.ixl.com/social-studies/grade-4/the-great-depression-part-ii</a></li> <li>• </li> </ul>

## GRADE 4

### Unit 7: New Jersey Today

#### **Content Strand: History, Culture, and Perspectives; Civics, Government, and Human Rights; Economics Innovations and Technology; Geography, People, and the Environment**

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>New Jersey's government and economy both affect citizens' daily lives and will-being.</li> <li>Citizens have certain rights, but they also have certain responsibilities.</li> <li>Local, state, and national governments work together in a federal system to improve citizens' lives.</li> <li>The state of New Jersey enjoys great diversity and a unique culture.</li> </ul>		<ul style="list-style-type: none"> <li>What are the goals of the government and how do they affect you?</li> <li>What are the rights and responsibilities of New Jersey's citizens?</li> <li>How do the local, state, and national government work together to improve citizens lives?</li> <li>What are some examples of New Jersey's great diversity and culture?</li> </ul>
CCS/NJCCCS	<b>KNOWLEDGE</b>  <b>Students will know:</b>	<b>SKILLS</b>  <b>Students will be able to:</b>
6.1.4.A.1 6.1.4.A.2 6.1.4.A.3 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6	<ul style="list-style-type: none"> <li>Rules and laws are developed to protect people's rights and the security and welfare of society. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li> <li>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> <li>Three different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over at the local and national levels of United States government.</li> </ul>

6.1.4.A.7	<ul style="list-style-type: none"> <li>• In a representative democracy, individuals elect representatives to act on the behalf of the people.</li> <li>• The United States democratic system requires active participation of its citizens.</li> <li>• Everyone is part of a larger neighborhood and community.</li> <li>• Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>• People make decisions based on their needs, wants, and the availability of resources.</li> <li>• Economics is a driving force of the occurrence of various events and phenomena in societies.</li> <li>• Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.</li> <li>• Availability of resources affects economic outcomes.</li> <li>• Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</li> <li>• Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</li> <li>• Distinguish the roles and responsibilities of the 3 branches of the national government.</li> <li>• Explain how the United States functions as a <u>representative democracy</u>, and describe the roles of elected representatives and how they interact with citizens at a local, state, and national level.</li> <li>• 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.</li> <li>• 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.</li> <li>• Explain the process of creating change at the local, state, or national levels.</li> <li>• Identify, discuss, and role-play the duties of a range of community workers.</li> <li>• Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</li> <li>• Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</li> <li>• Explain why incentives vary between and among producers and consumers.</li> <li>• Describe how supply and demand influence price and output of products.</li> </ul>
6.1.4.A.8		
6.1.4.A.11		
6.1.4.A.12		
6.1.4.B.2		
6.1.4.B.6		
6.1.4.C.1		
6.1.4.C.3		
6.1.4.C.4		
6.1.4.C.7		
6.1.4.C.9		
6.1.4.C.11		
6.1.4.C.13		
6.1.4.C.14		
6.1.4.C.17		
6.1.4.D.4		
6.1.4.D.10		
6.1.4.D.11		
6.1.4.D.12		
6.1.4.D.13		



6.1.4.D.14	<ul style="list-style-type: none"> <li>• Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the availability of private and public goods and services is influenced by the global market and government.</li> </ul>
6.1.4.D.17	<ul style="list-style-type: none"> <li>• Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast how the availability of resources affects people across the world differently.</li> </ul>
6.1.4.D.18	<ul style="list-style-type: none"> <li>• Key historic events, documents, and individuals led to the development of our nation.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the importance of setting long-term goals when making financial decisions within the community.</li> </ul>
6.3.4.A.2	<ul style="list-style-type: none"> <li>• Personal, family and community history is a source of information for individuals about the people and places around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the qualities of entrepreneurs in a capitalistic society.</li> </ul>
6.3.4.A.3	<ul style="list-style-type: none"> <li>• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</li> </ul>
6.3.4.A.4	<ul style="list-style-type: none"> <li>• Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</li> </ul>
6.3.4.C.1	<ul style="list-style-type: none"> <li>• American culture, based on specific traditions and values, has been influenced by the behavior of different cultural groups living in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how key events led to the creation of the United States and the state of New Jersey.</li> </ul>
6.3.4.D.1	<ul style="list-style-type: none"> <li>• Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</li> <li>• The cultures with which an individual or group identifies change and evolve in</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</li> <li>• Determine how local and state communities have changed over time, and explain the reasons for changes.</li> <li>• 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.</li> <li>• Describe how culture is expressed through and influenced by the behavior of people.</li> <li>• Trace how the American identity evolved over time.</li> </ul>

	<p>response to interactions with other groups and/or in response to needs or concerns.</p> <ul style="list-style-type: none"> <li>• Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, or recycling).</li> <li>• Select a local issue and develop a group action plan to inform school and/or community members about the issue.</li> <li>• Communicate with students from various countries about common issues of public concern and possible solutions.</li> <li>• Develop and implement a group initiative that addresses an economic issue impacting children.</li> <li>• Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> <li>• Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</li> <li>• Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>• Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>• Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>• Make informed and reasoned decisions by seeking and assessing information, asking questions and evaluating alternate solutions.</li> <li>• Develop strategies to reach consensus and resolve conflict.</li> <li>• Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li> </ul>
	<p><b>ASSESSMENTS/PERFORMANCE TASKS/ INTERDISCIPLINARY CONNECTIONS</b></p>	<p><b>INTERNET AND OTHER RESOURCES</b></p>
	<ul style="list-style-type: none"> <li>• Informal Observation/anecdotal notes</li> <li>• "Talk about it" Questions in each core lesson to monitor comprehension</li> <li>• <i>Assessment Options</i> Core Lesson Text Dependent Questions</li> <li>• <i>Assessment Options</i> Chapter Test</li> <li>• "Extend Activities" after each lesson</li> <li>• Student Learning Log</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Videos</li> <li>• <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a></li> <li>• <a href="https://www.ixl.com/social-studies/grade-4">https://www.ixl.com/social-studies/grade-4</a></li> <li>• YouTube video of civics/government</li> <li>• PearsonSuccessnetPlus.com</li> <li>• We the Kids by David Catrow</li> <li>• Shh! We're Writing the Constitution</li> <li>• School House Rock "I'm Just a Bill"</li> <li>• <a href="http://americanfolklore.net/folklore/2010/07/birth_of_the_jersey_devil.html">http://americanfolklore.net/folklore/2010/07/birth_of_the_jersey_devil.html</a></li> </ul>

		<ul style="list-style-type: none"><li>• <a href="http://americanfolklore.net/folklore/united-states-folklore/new-jersey-folklore/">http://americanfolklore.net/folklore/united-states-folklore/new-jersey-folklore/</a></li></ul>
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**GRADE 5**  
**Unit 1: The First Americans**  
**Standard: U.S. History: America in the World**  
**Strand: Geography, People and the Environment**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>- Native Americans both shaped and adapted to their environment, creating thriving civilizations throughout the Americas.</li> <li>- Native Americans prospered by creating diverse ways of life, adapting to the climate, resources, and other factors of their environment.</li> <li>- Native Americans developed rich cultural traditions, creating societies with complex economies, governments, languages, arts, and technologies.</li> </ul>		<ul style="list-style-type: none"> <li>- How does the environment shape how we live?</li> </ul>
<b>CCS/NJSLS</b>	<b>KNOWLEDGE Students will:</b>	<b>SKILLS Students will be able to:</b>
6.1.8.A.1.a	<ul style="list-style-type: none"> <li>- Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>- Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</li> <li>- Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native Americans.</li> <li>- Compare and contrast how nomadic and agrarian societies used land and natural resources.</li> <li>- Relate the agricultural revolution (including the impact of food surplus from farming) to</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize how ancient Americans migrated to and settled in North America.</li> <li>- Describe how ancient Americans spread throughout the Americas.</li> <li>- Identify civilizations that flourished throughout the Americas.</li> <li>- Compare and contrast the major achievements of ancient civilizations in the Americas.</li> <li>- Identify Native American societies from different geographic regions of North America.</li> <li>- Define the term economy and describe the ways in which Native American groups used local resources to survive.</li> <li>- Describe how Native Americans modified the environment to meet basic needs and the importance of these modifications.</li> </ul>
6.1.8.B.1.a		
6.1.8.D.1.a		
6.2.8.B.1.b		
6.2.8.C.1.a		

6.2.8.C.1.b	population growth and the subsequent development of civilizations.	- Define culture and provide examples from different native peoples.
6.2.8.D.1.a	- Determine the impact of technological advancements on hunter/gatherer and agrarian societies.	- Examine daily life of adults and children in Native American families.
6.2.8.D.1.b	- Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.	- Describe how Native American groups chose leaders and governed themselves.
6.2.8.D.1.c	- Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.	- Describe various features of Native American religious life.
RI 5.5	- Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	
W.5.6	- Compare and Contrast the overall structure of events, ideas, concepts, or information in two or more texts.	
	- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	

	ASSESSMENTS/PERFORMANCE ASSESSMENTS	INTERNET AND OTHER RESOURCES
	<p><b><u>Summative Assessment:</u></b> Chapter 1: Test A or B, or Chapter Test Online</p> <p><b><u>Formative Assessment</u></b> Lesson 1,-3 Quizzes Skills and Strategy: Compare and Contrast Vocabulary (For each lesson) Graphic Organizers Timelines Map skills Work text Page 28 #10 (Big Question wrap-up)</p> <p><b><u>Performance Assessment</u></b> Choice A: myStory Book: Writing Activity (TE p.20) Choice B: myWorld Activity: Hands-on-Activity: A Culture of Their Own. Use Activity Cards 1-5.</p>	<ul style="list-style-type: none"> <li>- <u>The Ancient Maya</u> by Jackie Maloy</li> <li>- <u>The Aztec Empire</u> by Sunita Apte</li> <li>- <u>The Pueblo</u> by Peter Benoit &amp; Kevin Cunningham</li> </ul> <p><a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a> <a href="#">My Story Video</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <b>Suggestions for United Streaming:</b> <i>Natural Resources and Landforms</i> You Tube: song via smart board: "This Land is Your Land." <a href="http://www.brainpop.com">www.brainpop.com</a> American Indians Aztec Civilization Maya Civilization <a href="http://www.history.com">www.history.com</a> <a href="http://www.pbs.org">www.pbs.org</a></p>

**GRADE 5**  
**Unit 2: Age of Exploration**  
**Standard: U.S. History: America in the World**  
**Strand: Geography, People and the Environment**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>- New technologies can encourage new explorations, opening up challenges and opportunities for daring people.</li> <li>- Trade spurred European explorers in the 15th and 16th centuries to seek new opportunities, some of which had unexpected results.</li> <li>- Explorers may also be motivated by the desire for adventure, interest in spreading their culture to others, or the search for a new home.</li> <li>- Columbus's voyages launched a period of interaction and exchange among Europe, Africa, and the Americas, which had both beneficial and tragic results and long-lasting effects.</li> </ul>		<ul style="list-style-type: none"> <li>- Why do people explore?</li> </ul>
<b>CCS/NJSLS</b>	<b>KNOWLEDGE Students will:</b>	<b>SKILLS Students will be able to:</b>
6.1.8.A.1.a  6.1.8.B.1.b  6.1.8.C.1.a  6.1.8.C.1.b  6.1.8.D.1.b	<ul style="list-style-type: none"> <li>- Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>- Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</li> <li>- Evaluate the impact of science, religion, and technology innovations on European exploration.</li> <li>- Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</li> <li>- Explain how interactions among African,</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the impact on exploration of innovations such as improved maps, faster and safer ships, the astrolabe, and the magnetic compass.</li> <li>- Summarize the efforts of the prince of Portugal to establish sea routes around Africa to Asia in order to increase trade and gain riches for his country.</li> <li>- Identify Portuguese explorer Vasco de Gama as the first European to sail around the tip of Africa and reach India.</li> <li>- Know how to read a timeline and determine the order of events.</li> <li>- Understand how to correctly order events in a timeline.</li> <li>- Demonstrate how to make a timeline from events in their</li> </ul>

6.1.8.D.1.c	<p>European, and Native American groups began a cultural transformation.</p> <ul style="list-style-type: none"> <li>- Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.</li> <li>- 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.</li> <li>- Relate slavery and indentured servitude to Colonial labor systems.</li> <li>- Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</li> <li>- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</li> <li>- Compare and Contrast the overall structure of events, ideas, concepts, or information in two or more texts.</li> <li>- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>	<p>own lives.</p> <ul style="list-style-type: none"> <li>- Explain that the King and Queen of Spain were motivated to send explorers to the Americas by a desire for profit and to spread Christianity.</li> <li>- Describe how Columbus sailed west hoping to reach Asia but landed on a continent previously unknown to most Europeans.</li> <li>- Summarize the efforts of Spanish explorers following Columbus to search the Americas for sources of wealth and also to conquer native peoples in the name of Spain.</li> <li>- Define the term colony and describe how Spain started colonies in the Americas.</li> <li>- Define Columbian Exchange as an interchange of cultures and goods between Europeans, Native Americans, and Africans following Columbus' explorations.</li> <li>- Analyze the consequences of the Columbian Exchange, both positive and negative.</li> <li>- Draw conclusions about the lasting impact of the Columbian Exchange on the cultures of European, Native American, and African peoples.</li> </ul>
6.1.8.B.2.b		
6.1.8.C.2.a		
6.1.8.D.2.a		
6.1.8.D.2.b		
RI 5.5 W.5.6		
	<b>ASSESSMENTS/PERFORMANCE ASSESSMENTS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<p><b><u>Summative Assessment:</u></b> Chapter 1: Test A or B, or Chapter Test Online</p> <p><b><u>Formative Assessment</u></b> Lesson 1,-3 Quizzes Skills and Strategy: Draw Conclusions Vocabulary (For each lesson) Graphic Organizers Outlining</p>	<p><a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a> My Story Video</p> <p><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.brainpop.com">www.brainpop.com</a> Christopher Columbus Columbian Exchange Conquistadores</p> <p><a href="http://www.history.com">www.history.com</a> <a href="http://www.pbs.org">www.pbs.org</a> <a href="http://www.42explore2.com">www.42explore2.com</a></p>



	<p>Timelines</p> <p>Map skills</p> <p>Work text Page 60 #10 (Big Question wrap-up)</p> <p><b><u>Performance Assessment</u></b></p> <p>Choice A: myStory Book: Writing Activity (TE p.43)</p> <p>Choice B: myWorld Activity: Hands-on-Activity: Help Wanted: Adventurers. Use Activity Cards 6-10.</p>	
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**GRADE 5**  
**Unit 3: Settlements Take Root**  
**Standard: U.S. History: America in the World**  
**Strand: Geography, People and the Environment**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>- Immigrants leave their homelands due to political and economic problems and to seek economic opportunities and religious freedom.</li> <li>- Colonization of the Americas had unintended and sometimes devastating consequences. When people from different cultures first meet, there are opportunities for cooperation and compromise as well as for conflict.</li> <li>- Europeans and Native Americans often had differing points of view.</li> </ul>		<ul style="list-style-type: none"> <li>- Why do people leave their homelands?</li> </ul>
<b>CCS/NJSLS</b>	<b>KNOWLEDGE Students will:</b>	<b>SKILLS Students will be able to:</b>
6.1.8.A.1.a  6.1.8.B.1.a  6.1.8.C.1.a  6.1.8.D.1.b	<ul style="list-style-type: none"> <li>- Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>- Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</li> <li>- Evaluate the impact of science, religion, and technology innovations on European exploration.</li> <li>- Explain how interactions among African, European, and Native American groups</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize the economic activities of Spanish settlements including encomiendas, ranches, and mines.</li> <li>- Describe the importance of the Spanish mission in the spread of Spanish settlements in North America.</li> <li>- Analyze the relationships between Spanish settlers and Native Americans.</li> <li>- Identify the location of Spanish settlements in North America including St. Augustine.</li> <li>- Describe the geographical setting of St. Augustine and its importance.</li> <li>- Explain why and how the English started settlements in Virginia.</li> </ul>

6.1.8.A.2.b	began a cultural transformation.	
6.1.8.A.2.c	<ul style="list-style-type: none"> <li>- Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the impact of geography and climate on the Virginia colony.</li> </ul>
6.1.8.B.2.a	<ul style="list-style-type: none"> <li>- Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize the sequence of events leading to a permanent settlement in Virginia.</li> </ul>
6.1.8.B.2.b	<ul style="list-style-type: none"> <li>- Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</li> </ul>	<ul style="list-style-type: none"> <li>- Trace the development of representative government in Virginia.</li> </ul>
6.1.8.C.2.a	<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize the religious and economic reasons that prompted Pilgrims and Puritans to settle in New England.</li> </ul>
6.1.8.C.2.b	<ul style="list-style-type: none"> <li>- Relate slavery and indentured servitude to Colonial labor systems.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the significance of the Mayflower Compact.</li> </ul>
6.1.8.D.2.a	<ul style="list-style-type: none"> <li>- Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the relationship between Native Americans and English settlers in New England.</li> </ul>
6.1.8.D.2.b	<ul style="list-style-type: none"> <li>- Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the kinds of communities the Pilgrims and Puritans created, including the influence of religion on daily life.</li> </ul>
6.1.8.B.3.a	<ul style="list-style-type: none"> <li>- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify ways in which Europeans competed for economic opportunities in North America, including claiming land, using resources, and establishing trade.</li> </ul>
RI 5.3	<ul style="list-style-type: none"> <li>- Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</li> <li>- Explain the relationships or interactions</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize the relationship between Native Americans and the French, and between Native Americans and the Dutch.</li> <li>- Describe the colonial communities created by the French and the Dutch.</li> <li>- Compare the colonization efforts of the English, French, and Dutch in North America.</li> </ul>

W.5.6	<p>between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <ul style="list-style-type: none"> <li>- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>	
	<b>ASSESSMENTS/PERFORMANCE ASSESSMENTS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<p><b><u>Summative Assessment:</u></b> Chapter 3: Test A or B, or Chapter Test Online</p> <p><b><u>Formative Assessment</u></b> Lesson 1-4 Quizzes Skills and Strategy: Categorize Vocabulary (For each lesson) Graphic Organizers Outlining Timelines Map skill Research poster, pamphlets, papers, etc. Work text Page 98 #11 (Big Question wrap-up)</p> <p><b><u>Performance Assessment</u></b> Choice A: myStory Book: Writing Activity (TE p.70) Choice B: myWorld Activity: Hands-on-Activity: My Life in America. Use Activity Cards 11-15.</p>	<p><u>Roanoke the Lost Colony by Jane Yolen</u></p> <p><a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a> My Story Video <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.brainpop.com">www.brainpop.com</a> <a href="http://www.history.com">www.history.com</a> <b>Virtual Field Trip to Plymouth Plantation</b> <a href="http://www.plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip">www.plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip</a> <b>Virtual Adventure</b> <a href="http://www.historyglobe.com/jamestown/">www.historyglobe.com/jamestown/</a></p>

**GRADE 5**  
**Unit 4: Life in the Colonies**  
**Standard: U.S. History: America in the World**  
**Strand: Geography, People and the Environment**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>- Environment and location influence where people live and what they do there.</li> <li>- People adapt and modify the world around them to better suit their needs.</li> <li>- Trade and technology promote economic growth and help provide people with jobs.</li> </ul>		<ul style="list-style-type: none"> <li>- What does it take to build a new society?</li> </ul>
<b>CCS/NJSLS</b>	<b>KNOWLEDGE Students will:</b>	<b>SKILLS Students will be able to:</b>
6.1.8.C.1.b	<ul style="list-style-type: none"> <li>- Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</li> <li>- Determine the roles of religious freedom and participatory government in various North American colonies.</li> <li>- Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</li> <li>- Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</li> <li>- Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</li> <li>- Compare and contrast how the search for</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and contrast the physical geography and location of the New England, Middle, and Southern colonies.</li> <li>- Analyze the role of religion and government in the New England colonies.</li> <li>- Describe Quaker and other settlements in the Middle Colonies and the industries that developed.</li> <li>- Explain how the Southern colonies of Virginia, Maryland, the Carolinas, and Georgia were established and developed.</li> <li>- Explain and give examples of the work of apprentices, artisans farmers, and enslaved Africans, and other workers in the colonies.</li> <li>- Describe triangular trade, including the goods exported by colonists for export and the goods they imported.</li> </ul>
6.1.8.A.2.a		
6.1.8.A.2.b		
6.1.8.A.2.c		
6.1.8.B.2.a		
6.1.8.B.2.b		

6.1.8.C.2.a	natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.	- Explain the impact of protectionism and mercantilism on colonial trade.
6.1.8.C.2.b	- Relate slavery and indentured servitude to Colonial labor systems.	- Compare and contrast the various social classes in the colonies.
6.1.8.C.2.c	- Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	- Explain ways in which colonists altered the environment to meet their needs.
6.1.8.D.2.a	- Analyze the impact of triangular trade on multiple nations and groups.	- Summarize the development of slavery in America.
6.1.8.D.2.b	- Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.	- Describe the daily life of enslaved Africans in the colonies, as well as free Africans.
6.1.8.B.3.a	- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.	- Explain the contributions of enslaved Africans to the colonies. Describe ways in which Africans resisted slavery.
6.1.8.D.3.a	- Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.	- Describe the relationships between British colonists and different Native American groups that led to both cooperation and conflict.
RI 5.2	- 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	- Analyze how French settlements in the Ohio River valley and conflicts in Europe impacted French and British colonists and Native Americans.
W.5.6	- Determine main ideas and supporting details.	- Identify George Washington's role in the French and Indian War. Assess how the conflicts and alliances during the French and Indian War affected the expansion of the British colonies.
	- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	- Analyze the impact of Pontiac's Rebellion and its relation to the Proclamation of 1763.

	<b>ASSESSMENTS/PERFORMANCE ASSESSMENTS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<p><b><u>Summative Assessment:</u></b> Chapter 4: Test A or B, or Chapter Test Online</p> <p><b><u>Formative Assessment</u></b> Lesson 1-4 Quizzes Skills and Strategy: Main Idea and Details Vocabulary (For each lesson) Graphic Organizers Outlining Timelines Map skills Research poster, pamphlets, papers, etc. Work text Page 98 #11 (Big Question wrap-up)</p> <p><b><u>Performance Assessment</u></b> Choice A: myStory Book: Writing Activity (TE p.98) Choice B: myWorld Activity: Hands-on-Activity: Help Wanted Where Should They Settle? Use Activity Cards 16-20.</p>	<p><a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a> My Story Video <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.brainpop.com">www.brainpop.com</a> Thirteen Colonies French and Indian War <a href="http://www.history.com">www.history.com</a></p>

**GRADE 5**  
**Unit 5: The American Revolution**  
**Standard: U.S. History: America in the World**  
**Strand: Geography, People and the Environment**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>- People can stand up for what they believe.</li> <li>- People who share ideals can accomplish common goals.</li> <li>- Political change can have costs and benefits for different groups.</li> <li>- There are universal rights that all people share.</li> </ul>		<ul style="list-style-type: none"> <li>- What is worth fighting for?</li> </ul>
<b>CCS/NJSLS</b>	<b>KNOWLEDGE Students will:</b>	<b>SKILLS Students will be able to:</b>
6.1.8.A.2.b	<ul style="list-style-type: none"> <li>- Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</li> <li>- 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.</li> <li>- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War</li> <li>- Explain why New Jersey's location played an integral role in the American Revolution.</li> <li>- Explain how taxes and government regulation can affect economic opportunities, and assess the impact of</li> </ul>	<ul style="list-style-type: none"> <li>- Know that the British government wanted the colonists to accept British rule.</li> <li>- Understand how the actions of Parliament led to protests against British rule.</li> <li>- Identify leaders who organized protests against British rule.</li> <li>- Analyze how British actions caused the colonists to stage boycotts.</li> <li>- Explain how British actions caused the colonists to work together.</li> <li>- Describe the effects of the colonists' protests.</li> <li>- Explain the causes and effects of the Boston Massacre.</li> <li>- Identify Patriot and British leaders at the beginning of the Revolution and their activities.</li> <li>- Describe the events leading up to the British response to the Boston Tea Party.</li> </ul>
6.1.8.A.3.a		
6.1.8.B.3.c		
6.1.8.B.3.d		
6.1.8.C.3.a		



6.1.8.D.3.a	these on relations between Britain and its North American colonies.	- Summarize the activities and decisions of the Continental Congress.
6.1.8.D.3.b	- 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.	- List the location and results of the first battle of the Revolution.
6.1.8.D.3.c	- Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.	- Describe the purpose and actions of the Second Continental Congress.
6.1.8.D.3.d	- Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.	- Describe how and why the colonies declared their independence from British rule.
6.1.8.D.3.e	- Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	- Identify the leaders who wrote and signed the Declaration of Independence.
6.1.8.D.3.f	- Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.	- Understand that the Declaration of Independence was a public explanation of American ideals.
6.1.8.A.4.a	- 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.	- Compare the advantages and disadvantages of each side in the American Revolution.
RI 5.5	- Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	- Describe the importance of the battles of Ticonderoga, Trenton, and Saratoga.
W.5.6		- Identify the contributions of key individuals in the American Revolution.
		- Understand the viewpoints of groups such as women and Native Americans during the American Revolutionary period.
		- Summarize why other nations formed alliances with the colonists and how these alliances contributed to the colonists' victory in the American Revolution.
		- Describe the actions of individuals who changed the course of the American Revolution.
		- Analyze the participation of African Americans on both sides in the American Revolution.
		- Describe the importance of the battle of Yorktown.
		- Explain the significance of the Treaty of Paris

	<ul style="list-style-type: none"> <li>- Compare and Contrast the overall structure of events, ideas, concepts, or information in two or more texts.</li> <li>- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>	
	<b>ASSESSMENTS/PERFORMANCE ASSESSMENTS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<p><b><u>Summative Assessment:</u></b> Chapter 5: Test A or B, or Chapter Test Online</p> <p><b><u>Formative Assessment</u></b> Lesson 1-5 Quizzes Skills and Strategy: Cause and Effect Vocabulary (For each lesson) Graphic Organizers Outlining Timelines Map skills Research poster, pamphlets, papers, etc. Work text Page 182 #10 (Big Question wrap-up)</p> <p><b><u>Performance Assessment</u></b> Choice A: myStory Book: Writing Activity (TE p.129) Choice B: myWorld Activity: Hands-on-Activity: Perspectives on the Revolution. Use Activity Cards 21-25.</p>	<p><u>If You Were There When They Signed the Constitution</u> by Elizabeth Levy  <u>Shh! We're Writing the Constitution</u> by Jean Fritz  <u>The Declaration of Independence</u> by Michael Burgan  <u>Will you Sign Here, John Hancock</u> by Jean Fritz  <u>Can't You Make Them Behave, King George?</u> By Jean Fritz  <u>Paying Taxes</u> by Sarah De Capua  <u>The Democratic Process</u> by Mark Friedman  <u>Andrew Jackson</u> by Mike Venezia  <u>Thomas Jefferson</u> by Mike Venezia  <a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a>  My Story Video  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>  <a href="http://www.brainpop.com">www.brainpop.com</a> American Revolution  Causes of the American Revolution  George Washington  Benjamin Franklin  <a href="http://www.history.com">www.history.com</a>  <a href="http://www.classzone.com/cz/books/amer_hist_1914/resources/htmls/animations/battle_anim/standAlone.swf">www.classzone.com/cz/books/amer_hist_1914/resources/htmls/animations/battle_anim/standAlone.swf</a>  <a href="http://www.ducksters.com/history/american_revolution.php">www.ducksters.com/history/american_revolution.php</a></p>

**GRADE 5**  
**Unit 6: A New Nation**  
**Standard: U.S. History: America in the World**  
**Strands: Geography, People and the Environment**  
**History, Culture, and Perspectives**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>- Every citizen is equal under the laws of the United States.</li> <li>- The U.S. Constitution is an enduring document that has been amended over time.</li> <li>- The U.S. Constitution guarantees the rights of citizens and the structure and responsibilities of our government.</li> <li>- People with different viewpoints may need to compromise to reach a common goal.</li> <li>- People agree to follow written rules because this helps them to live and work together.</li> </ul>		<ul style="list-style-type: none"> <li>- What is the purpose of government?</li> </ul>
<b>CCS/NJSLS</b>	<b>KNOWLEDGE Students will:</b>	<b>SKILLS Students will be able to:</b>
6.1.8.A.3.a	<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how the American government was structured under the Articles of Confederation and describe the weaknesses of this structure.</li> </ul>
6.1.8.A.3.b	<ul style="list-style-type: none"> <li>- Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize how the lack of a national currency and large war debts led to inflation and economic troubles for the new nation.</li> <li>- Understand how Shays' Rebellion led to increased calls for a stronger national government.</li> <li>- Summarize the principles and effects of the Northwest Ordinance.</li> <li>- Explain why the Constitutional Convention was called and what it was intended to do.</li> </ul>

6.1.8.A.3.c	<p>change over time.</p> <ul style="list-style-type: none"> <li>- Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize the reasons a convention to modify the Articles of Confederation was needed.</li> </ul>
6.1.8.A.3.g	<ul style="list-style-type: none"> <li>- Evaluate the impact of the Constitution and Bill of Rights on current day issues.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the leaders of the Constitutional Convention and their views.</li> </ul>
6.1.8.B.3.b	<ul style="list-style-type: none"> <li>- Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize the struggles and compromises involved in writing the U.S. Constitution.</li> </ul>
6.1.8.C.3.b	<ul style="list-style-type: none"> <li>- Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and contrast the Virginia Plan and the New Jersey Plan.</li> </ul>
6.1.8.D.3.c	<ul style="list-style-type: none"> <li>- Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize how the Constitution describes good government.</li> </ul>
6.1.8.D.3.f	<ul style="list-style-type: none"> <li>- Analyze from multiple perspectives how the terms of the Treaty of Paris affected the United States relations with Native Americans and with European powers that had territories in North America.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how the Constitution limits the power of government through a system of checks and balances.</li> </ul>
6.1.8.D.3.g	<ul style="list-style-type: none"> <li>- Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the powers that belong to the federal government and to the states under the Constitution.</li> </ul>
6.1.8.A.4.a	<ul style="list-style-type: none"> <li>- Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and contrast the viewpoints of Federalists and Anti-Federalists.</li> </ul>
W.5.6		<ul style="list-style-type: none"> <li>- Describe the process that led to the ratification of the Constitution by the states.</li> <li>- Understand that to get ratification the supporters of the Constitution had to agree to add a Bill of Rights.</li> <li>- Explain that the Bill of Rights guarantees the individual rights of all citizens.</li> <li>- Describe the civic responsibilities of citizens of the United States.</li> <li>- Analyze the basic principles of democracy and why they are important to citizens today.</li> <li>- Analyze the role of the Supreme Court and other federal courts in interpreting the Constitution and the Bill of Rights.</li> <li>- Explain the military's role in defending the nation.</li> <li>- Identify government agencies that work to promote the well-being of Americans.</li> </ul>

RI. 5.2	<ul style="list-style-type: none"> <li>- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize how voting rights have been expanded to include more citizens.</li> </ul>
	<b>ASSESSMENTS/PERFORMANCE ASSESSMENTS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<p><b><u>Summative Assessment:</u></b> Chapter 6: Test A or B, or Chapter Test Online</p> <p><b><u>Formative Assessment</u></b> Lesson 1-4 Quizzes Skills and Strategy: Summarize Vocabulary (For each lesson) Graphic Organizers Outlining Timelines Map skills Research poster, pamphlets, papers, etc. Work text Page 220 #14 (Big Question wrap-up)</p> <p><b><u>Performance Assessment</u></b> Choice A: myStory Book: Writing Activity (TE p.156) Choice B: myWorld Activity: Hands-on-Activity: In Your Own Words. Use Activity Cards 26-30.</p>	<p><u>The Bill of Rights by Christine Taylor-Butler</u></p> <p><a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a> My Story Video <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.brainpop.com">www.brainpop.com</a> Articles of Confederation Constitutional Convention</p> <p><a href="http://www.history.com">www.history.com</a> <a href="http://www.ourdocuments.gov/">http://www.ourdocuments.gov/</a> <a href="http://www.billofrightsinstitute.org/">http://www.billofrightsinstitute.org/</a> <a href="https://www.icivics.org">https://www.icivics.org</a></p>

**GRADE 5**  
**Unit 7: The Young Nation Grows**  
**Standard: U.S. History: America in the World**  
**Strands: Geography, People and the Environment**  
**History, Culture, and Perspectives**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>- Leaders affect the way that countries grow and develop.</li> <li>- The War of 1812 helped establish our identity as an independent nation.</li> <li>- Westward settlement and land policies affected Native Americans.</li> <li>- The struggle for equal rights is an important part of American history.</li> </ul>		<ul style="list-style-type: none"> <li>- How do leaders shape a nation?</li> </ul>
<b>CCS/NJSLS</b>	<b>KNOWLEDGE Students will:</b>	<b>SKILLS Students will be able to:</b>
6.1.8.A.3.a	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties</li> <li>- Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the role of George Washington in creating the Executive Branch of the Federal government.</li> <li>- Describe the development of political parties in the new nation.</li> <li>- Analyze how the new government tried to build a strong economy for the United States.</li> <li>- Understand how the new capital at Washington, D.C. symbolized the new nation.</li> <li>- Summarize the causes and effects of the Louisiana Purchase.</li> <li>- Describe the role of geography in the expansion of American settlement beyond the original thirteen states.</li> <li>- Summarize the role of leaders and expeditions in</li> </ul>
6.1.8.A.3.e		
6.1.8.A.3.f		

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.	westward expansion.
6.1.8.C.3.c	- Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.	- Understand the importance and the goals of the Lewis and Clark expedition.
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.	- Identify the causes of the War of 1812.
6.1.8.D.3.g	- Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.	- Identify key events and results of the War of 1812.
6.1.8.A.4.a	- Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	- Summarize the history and importance of Francis Scott Key's "Star-Spangled Banner."
6.1.8.A.4.c	- Assess the extent to which voting rights were expanded during the Jacksonian period.	- Analyze how the War of 1812 changed the way Americans viewed themselves.
6.1.8.B.4.a	- Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	- Understand that the Monroe Doctrine was issued to prevent new European colonies in the Americas.
6.1.8.B.4.b	- Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.	- Summarize the role of Andrew Jackson and others in the settlement of the new territories of the United States, actions which shaped the nation.
6.1.8.C.4.a	- Analyze the debates involving the National Bank, uniform currency, and tariffs, and	- Analyze the effects of extending the right to vote.
6.1.8.C.4.b		- Analyze the policies and events that led Native Americans to resist American settlement.
		- Summarize the effects of the Indian Removal Act and the "Trail of Tears."
		- Describe the importance of the cotton gin and westward settlement in the spread of slavery.
		- Summarize the influences of various immigrant groups in the early years of the United States.
		- Identify major leaders of the early years in the fight for abolition.
		- Identify major leaders, their decisions, and the events that shaped the fight for women's suffrage rights.

6.1.8.C.4.c	<p>determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <ul style="list-style-type: none"> <li>- Explain how technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</li> </ul>	
6.1.8.D.4.a	<ul style="list-style-type: none"> <li>- Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</li> </ul>	
6.1.8.D.4.b	<ul style="list-style-type: none"> <li>- Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</li> </ul>	
6.1.8.D.4.c	<ul style="list-style-type: none"> <li>- Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</li> </ul>	
W.5.6	<ul style="list-style-type: none"> <li>- Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.</li> </ul>	
RI. 5.9	<ul style="list-style-type: none"> <li>- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul>	
	<b>ASSESSMENTS/PERFORMANCE ASSESSMENTS</b>	<b>INTERNET AND OTHER RESOURCES</b>



	<p><b><u>Summative Assessment:</u></b>  Chapter 7: Test A or B, or Chapter Test Online</p> <p><b><u>Formative Assessment</u></b>  Lesson 1-5 Quizzes  Skills and Strategy: Generalize  Vocabulary (For each lesson)  Speech/story from the perspective of  Graphic Organizers  Outlining  Timelines  Map skills  Research poster, pamphlets, papers, etc.  Work text Page 260 #13 (Big Question wrap-up)</p> <p><b><u>Performance Assessment</u></b>  Choice A: myStory Book: Writing Activity (TE p.185)  Choice B: myWorld Activity: Hands-on-Activity: Do You Have What It Takes?  Use Activity Cards 31-35.</p>	<p><u>Life in the West by Teresa Domnauer</u>  <u>Western Expansion by Teresa Domnauer</u></p> <p><a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a>  My Story Video  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>  <a href="http://www.brainpop.com">www.brainpop.com</a> Trail of Tears  Andrew Jackson  <a href="http://www.history.com">www.history.com</a></p>
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**GRADE 5**  
**Unit 8: Moving West**  
**Standard: U.S. History: America in the World**  
**Strands: Economics, Innovation, and Technology**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>- Changes in technology have costs and benefits.</li> <li>- Technological advances can change how and where people live.</li> <li>- Nations can gain or lose territory through war, treaties, and the movement of people.</li> <li>- People move for economic, political, and social reasons.</li> <li>- People may undergo personal hardships to obtain economic opportunity or personal freedom.</li> </ul>		<ul style="list-style-type: none"> <li>- What are the costs and benefits of growth?</li> </ul>
<b>CCS/NJSLS</b>	<b>KNOWLEDGE Students will:</b>	<b>SKILLS Students will be able to:</b>
6.1.8.C.3.c	<ul style="list-style-type: none"> <li>- Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</li> <li>- Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</li> <li>- Explain how major technological developments revolutionized land and water transportation, as well as the economy, in the nation.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify important inventors and manufacturers from the late eighteenth through mid-nineteenth centuries.</li> <li>- Describe how major technological advances and inventions changed productivity.</li> <li>- Summarize Samuel Slater's role in bringing the Industrial Revolution to the United States.</li> <li>- Describe how advances in technology revolutionized land and water transportation.</li> <li>- Analyze how new transportation systems affected how and where people settled.</li> <li>- Summarize how and why Texas became a state.</li> <li>- Analyze the role of slavery in the American settlement of</li> </ul>
6.1.8.A.4.b		
6.1.8.C4.b		

6.1.8.C.4.c	<ul style="list-style-type: none"> <li>- Analyze how technological innovations affected the status and social class of different groups of people, explain the outcomes that resulted.</li> </ul>	<p>Texas.</p> <ul style="list-style-type: none"> <li>- Describe the concept of manifest destiny as an understanding by Americans that their nation would extend to the Pacific Coast.</li> <li>- Identify significant people and their contributions during the period of western expansion.</li> <li>- Summarize the events of the war with Mexico and its effect on the expansion of the United States.</li> <li>- Identify the economic and social reasons that led settlers to risk moving west.</li> <li>- Summarize the impact of western settlement on the lives of Native Americans.</li> <li>- Identify important individuals and their contributions to westward settlement.</li> <li>- Analyze how geography influenced the location of trails and settlements in the West.</li> <li>- Identify the variety of routes to the West and why people traveled them.</li> <li>- Analyze the causes and effects of the California gold rush.</li> <li>- Identify the tools and methods used by miners during the gold rush.</li> <li>- Analyze the variety of economic opportunities that developed out of the gold rush.</li> <li>- Identify roles and contributions of significant people in the settlement of California.</li> <li>- Describe the events that made California a state.</li> </ul>
RI 5.8	<ul style="list-style-type: none"> <li>- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> </ul>	
W.5.6	<ul style="list-style-type: none"> <li>- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>	

	ASSESSMENTS/PERFORMANCE ASSESSMENTS	INTERNET AND OTHER RESOURCES
	<p><b><u>Summative Assessment:</u></b> Chapter 8: Test A or B, or Chapter Test Online</p> <p><b><u>Formative Assessment</u></b> Lesson 1-4 Quizzes Skills and Strategy: Generalize Vocabulary (For each lesson) Speech/story from the perspective of Graphic Organizers Outlining Timelines Map skills Research poster, pamphlets, papers, etc. Work text Page 300 #12 (Big Question wrap-up)</p> <p><b><u>Performance Assessment</u></b> Choice A: myStory Book: Writing Activity (TE p.213) Choice B: myWorld Activity: Hands-on-Activity: Open for Business. Use Activity Cards 36-40.</p>	<p>The California Gold Rush by Mel Friedman</p> <p><a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a> My Story Video <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.brainpop.com">www.brainpop.com</a> Westward Expansion Gold Rush Mexican American War</p> <p><a href="http://www.history.com">www.history.com</a></p>

**GRADE 5**  
**Unit 9: Civil War and Reconstruction**  
**Standard: U.S. History: America in the World**  
**Strands: Civics, Government, and Human Rights**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>- Social, political, and economic differences can lead to conflict.</li> <li>- When change is imposed or forced, it is more difficult.</li> <li>- People will fight to protect their beliefs and way of life.</li> <li>- In wars, men, women, children and the environment can all be affected.</li> <li>- Conflicts can have unexpected results that can reshape a country.</li> </ul>		<ul style="list-style-type: none"> <li>- What is worth fighting for?</li> </ul>
<b>CCS/NJSLS</b>	<b>KNOWLEDGE Students will:</b>	<b>SKILLS Students will be able to:</b>
6.1.8.A.5.a	<ul style="list-style-type: none"> <li>- Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</li> <li>- Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</li> <li>- Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.</li> <li>- Assess the human and material costs of the</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the economic, political, and geographic differences between the North and the South in the years before the war.</li> <li>- Summarize different perspectives on both slavery in the western territories and states' rights.</li> <li>- Describe the efforts that were made to keep the country from dividing.</li> <li>- Realize that there was growing resistance to slavery before the war.</li> <li>- Explain the causes and events that led to the Civil War. Understand how the Civil War started.</li> <li>- Compare the political and military strategies of the North and the South.</li> </ul>
6.1.8.A.5.b		
6.1.8.B.5.a		
6.1.8.C.5.a		

6.1.8.C.5.b	Civil War in the North and South.	- Describe the similarities and differences between Abraham Lincoln and Jefferson Davis.
6.1.8.D.5.a	- Analyze the economic impact of Reconstruction on the South from different perspectives.	- Assess the strengths and weaknesses of the North and South.
6.1.8.D.5.b	- Prioritize the causes and events that led to the Civil War from different perspectives.	- Understand the importance of new technologies to the way the war was fought and to its outcome.
6.1.8.D.5.c	- Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.	- Describe the significant battles and turning point in the first years of the war.
6.1.8.D.5.d	- Examine the roles of women, African Americans, and Native Americans in the Civil War.	- Understand the economic, political, and geographic differences between the North and the South in the years before the war. ey4y4h444
RI 5.3	- Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.	- Summarize different perspectives on both slavery in the western territories and states' rights.
W.5.6	- 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.	- Describe the efforts that were made to keep the country from dividing.
	- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	- Realize that there was growing resistance to slavery before the war.
		- Explain the causes and events that led to the Civil War.
		- Explain the importance of the Emancipation Proclamation and its impact on American life.
		- Describe the roles of women, African Americans, and Native Americans in the war.
		- Understand the hardships soldiers faced on and off the battlefields.
		- Understand the hardships on the home front.
		- Describe women's contributions to the war effort.
		- Explain the impact of letters, newspapers, and photographs that brought the battlefield to the home front.
		- List the significant battles and turning point leading to the war's end.
		- Compare the similarities and differences between the

		<p>leaders of the two armies.</p> <ul style="list-style-type: none"> <li>- Describe the accomplishments of Robert E. Lee, Ulysses S. Grant, and William T. Sherman.</li> <li>- Understand the reaction to the war's end.</li> <li>- Explain the human and material costs of the war in the North and the South.</li> <li>- Describe the significance of the Gettysburg Address.</li> <li>- Know how Abraham Lincoln died.</li> <li>- Understand the effects of Abraham Lincoln's assassination on the course of Reconstruction.</li> <li>- Compare and contrast the different aims and plans towards Reconstruction held by Congress and Presidents Lincoln and Johnson.</li> <li>- Explain the difficulty of rebuilding the South.</li> <li>- Describe the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</li> <li>- Understand the impact on racial relations in the United States made by Reconstruction.</li> <li>- Relate what happened after Reconstruction.</li> </ul>
	<b>ASSESSMENTS/PERFORMANCE ASSESSMENTS</b>	<b>INTERNET AND OTHER RESOURCES</b>
	<p><b><u>Summative Assessment:</u></b> Chapter 9: Test A or B, or Chapter Test Online</p> <p><b><u>Formative Assessment</u></b> Lesson 1-5 Quizzes Skills and Strategy: Sequence Vocabulary (For each lesson) Speech/story from the perspective of Graphic Organizers Outlining Timelines</p>	<p><a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a> My Story Video <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></p> <p><a href="http://www.brainpop.com">www.brainpop.com</a> Civil War Causes Civil War Underground Railroad Frederick Douglas</p> <p><a href="http://www.history.com">www.history.com</a></p>

	<p>Map skills</p> <p>Research poster, pamphlets, papers, etc.</p> <p>Work text Page 346 #14 (Big Question wrap-up)</p> <p><b><u>Performance Assessment</u></b></p> <p>Choice A: myStory Book: Writing Activity (TE p.245)</p> <p>Choice B: myWorld Activity: Hands-on-Activity: Chain of Events. Use Activity Cards 41-45.</p>	
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**GRADE 5**  
**Unit 10: Social Studies Handbook: Our Land and Regions**  
**Standard: U.S. History: America in the World**  
**Strand: Geography, People, and the Environment**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>- Maps are useful to help us understand the geography of the United States.</li> </ul>		<ul style="list-style-type: none"> <li>- How can we use various types of maps to answer questions about regions?</li> </ul>
<b>CCS/NJSLS</b>	<b>KNOWLEDGE Students will:</b>	<b>SKILLS Students will be able to:</b>
6.1.4.B.1  6.1.4.B.2       6.1.8.B.1.b	<ul style="list-style-type: none"> <li>- Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li> <li>- Use physical and political maps to explain how the location and spatial relationship of places in the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</li> <li>- Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the 5 themes of geography.</li> <li>- Identify basic map elements.</li> <li>- Use and explain the purposes of political maps.</li> <li>- Use and explain the purposes of physical maps.</li> <li>- Use and explain the purposes of elevation maps.</li> <li>- Use and explain the purposes of special-purpose maps.</li> <li>- Use and explain the purposes of current-events maps.</li> <li>- Identify major regions of the United States.</li> <li>- Use historical maps to examine events in the past.</li> </ul>

	ASSESSMENTS/PERFORMANCE ASSESSMENTS	INTERNET AND OTHER RESOURCES
	<b><u>Formative Assessment</u></b> Our Land and Regions Quiz Vocabulary (For each lesson) Map skills Work Text pp. SSH 10-19 Work Text p. SSH 19 # 17-18	<a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a> My Story Video <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://www.brainpop.com">www.brainpop.com</a> Geography Themes Map Skills Latitude and Longitude

**GRADE 5**  
**Unit 11: Social Studies Handbook: Our Market Economy**  
**Standard: U.S. History: America in the World**  
**Strand: Economics, Innovation and Technology**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>- Government and market structures influence financial institutions.</li> </ul>		<ul style="list-style-type: none"> <li>- How does our economy meet our needs and wants?</li> </ul>
<b>CCS/NJSLS</b>	<b>KNOWLEDGE Students will:</b>	<b>SKILLS Students will be able to:</b>
6.1.4.C.1	<ul style="list-style-type: none"> <li>- Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</li> <li>- Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> <li>- Explain why incentives vary between and among producers and consumers.</li> <li>- Describe how supply and demand influences price and output of products.</li> <li>- Explain the role of specialization in the production and exchange of goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the law of supply and demand.</li> <li>- Describe market economies and the importance of competition.</li> <li>- Explain scarcity and opportunity costs.</li> <li>- Explain basic concepts of banking.</li> <li>- Explain the importance of international trade.</li> <li>- Describe the types of jobs people can have.</li> <li>- Identify the importance technology has on the economy.</li> <li>- Explain specialization.</li> </ul>
6.1.4.C.2		
6.1.4.C.3		
6.1.4.C.4		
6.1.4.C.5		

	ASSESSMENTS/PERFORMANCE ASSESSMENTS	INTERNET AND OTHER RESOURCES
	<b><u>Formative Assessments</u></b> Our Market Economy Quiz Vocabulary (For each lesson) Work Text pp. SSH 20-27 Work Text p. 27 #11	The Kid's Guide to Money by Steve Otfinoski  <a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> <a href="http://kathimitchell.com/econ.htm">http://kathimitchell.com/econ.htm</a>  <a href="http://www.econedlink.org/lesson/457/We-are-Consumers-Producers">http://www.econedlink.org/lesson/457/We-are-Consumers- Producers</a> <a href="http://www.brainpop.com">www.brainpop.com</a> Supply and Demand

**GRADE 5**  
**Unit 12: Social Studies Handbook: Participating in Our Government**  
**Standard: U.S. History: America in the World**  
**Strand: Civics, Government, and Human Rights**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>- The foundations of citizenship in the United States.</li> </ul>		<ul style="list-style-type: none"> <li>- What is the purpose of government?</li> </ul>
<b>CCS/NJSLS</b>	<b>KNOWLEDGE Students will:</b>	<b>SKILLS Students will be able to:</b>
6.1.8.A.3.f	<ul style="list-style-type: none"> <li>- Explain how political parties were formed and continue to be shaped by differing perspective regarding the role and power of federal government.</li> <li>- Evaluate the impact of the Constitution and Bill of Rights on current day issues.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe what representative democracy is.</li> <li>- Describe the purposes of constitutions.</li> <li>- Explain the principles of the U.S. Constitution.</li> <li>- Describe rights protected by the Bill of Rights and other amendments.</li> <li>- Explain the importance of popular sovereignty and the rule of law.</li> <li>- List important functions of government.</li> <li>- Explain basic elements of the political concepts of the United States.</li> <li>- Describe characteristics of good citizenship.</li> <li>- Describe the organization of the United States government.</li> </ul>
6.1.8.A.3.g		

	ASSESSMENTS/PERFORMANCE ASSESSMENTS	INTERNET AND OTHER RESOURCES
	<p><b><u>Formative Assessments</u></b></p> <p>Participating in Our Government Quiz</p> <p>Vocabulary (For each lesson)</p> <p>Work Text pp. SSH 28-35</p> <p>Work Text p. 35 #9</p>	<p>The Bill of Rights by Christine Taylor-Butler</p> <p><a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a></p> <p><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></p> <p><a href="http://www.brainpop.com">www.brainpop.com</a> Citizenship</p> <p>Bill of Rights</p> <p>How a Bill Becomes a Law</p> <p>U.S. Constitution</p> <p><a href="http://www.history.com">www.history.com</a></p> <p><a href="http://www.ourdocuments.gov/">http://www.ourdocuments.gov/</a></p> <p><a href="http://www.billofrightsinsitute.org/">http://www.billofrightsinsitute.org/</a></p> <p><a href="https://www.icivics.org">https://www.icivics.org</a></p>