

# K – 4 Social Studies Curriculum Guide

Developed by and for:

Montague Township School District

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## **Philosophy**

Social Studies is the integrated study of the social sciences and humanities in order to promote civic competence, patriotism, and the values of our American heritage. A well-articulated K-8 Social Studies program should include a coordinated, systematic study of civics, and World History, economics, geography, and cultures of the past and present.

Our vision as educators is to provide solid content, student-centered instructional methods, and varied assessment. This will include research-based strategies and teacher-designed classroom activities fostering critical thinking. Our democratic society is one of continuity and change, diversity and commonality, adversity and opportunity. Such a society needs knowledgeable, thoughtful, and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens.

## Scope and Sequence

<b>K – 4 Units of Instruction</b>				
<ul style="list-style-type: none"> <li>• Active Citizenship and Character Education Instructional</li> <li>• Geography and Map Skills</li> </ul>				
<b>Kindergarten</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>
<ul style="list-style-type: none"> <li>• Geography and Map Skills</li> <li>• Active Citizenship and Character Education</li> <li>• Communities and Citizenship</li> <li>• Celebrations</li> <li>• Geography and Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Geography and Map Skills</li> <li>• Active Citizenship and Character Education</li> <li>• Our Country</li> <li>• Myself and My Community</li> <li>• Economics</li> </ul>	<ul style="list-style-type: none"> <li>• Geography and Map Skills</li> <li>• Active Citizenship and Character Education</li> <li>• Communities</li> <li>• World Around Us</li> <li>• We the People</li> <li>• Economics and Society</li> </ul>	<ul style="list-style-type: none"> <li>• Geography and Map Skills</li> <li>• Active Citizenship and Character Education</li> <li>• Current Events</li> <li>• Economics and Society</li> <li>• Geography</li> <li>• Government</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Geography and Map Skills</li> <li>•</li> <li>• Active Citizenship and Character Education</li> <li>• Current Events</li> <li>• Civics, Government and Human Rights</li> <li>• Economics, Innovation and Technology</li> <li>• Geography of New Jersey</li> <li>• History, Culture and Perspectives</li> </ul>

# Holocaust Education

See Appendix A: for specific grade level connections to Holocaust Education and Black History Month

Montague Township School District acknowledges the act regarding genocide education in the public schools, supplementing chapter 35 of Title 18A of the New Jersey Statutes. Through the resources provided by the New Jersey Commission on Holocaust Education, Character Education Curriculum, AntiBullying Programs, Health and Physical Education Curriculum, School Guidance programs, English Language Arts, Social Studies Curriculum, as well as through the daily modeling and discussion of good character, ethics, and moral behavior.






**2a.** Every Board of Education shall include instruction of all elementary and secondary school pupils on the Holocaust and genocides in an appropriate place in the curriculum.

**2b.** The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and, to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Resources are provided to all educators through open source resources, purchased programs and materials, assemblies for students, and professional development for educators.

The New Jersey Commission on Holocaust Education, to promote Holocaust education in the State of New Jersey, can be accessed through the following links:

<http://www.state.nj.us/education/holocaust/>

- **K-4 Curriculum Guide:**
  -  [Caring Makes a Difference](#)
  
- **5-8 Curriculum Guide:**
  -  [To Honor All Children, part one](#)  
(1.81 MB, PDF)
  -  [To Honor All Children, part two](#)  
(5.82 MB, PDF)
  -  [To Honor All Children, part three](#)  
(2.34 MB, PDF)
  -  [To Honor All Children, part four](#)  
(6.15 MB, PDF)

## **Advocacy and Service and Active Citizenship**

**Physical Education**      **Standard 2.2 Advocacy and Service**

**Social Studies**            **Standard 6.3 Active citizens in the 21st century**

Advocacy and Service projects provide an opportunity for the students of Montague Township School District to have a positive impact on the lives of self and others. The Social Studies and Physical Education curriculums include standards to address advocacy and service and active citizenship. School service projects are completed throughout the school year through activities such as food drives, nursing home visits, coat drives, newsletter folding, etc....

### **Homeroom Activities**

It was noted that the following standards, strand and CPI's from Physical Education and Health Curriculum are addressed homeroom activities

- By the end of Grade 2 2.2.2.D.1: Determine the benefit for oneself and others of participating in a class or school service activity
- By the end of Grade 4 2.2.4.D.1: Explain the impact of participation in different kinds of service projects on community wellness.
- By the end of Grade 6 2.2.6.D Advocacy and Service: Participation in social and health or service organization initiatives have a positive social impact.
- By the end of Grade 6 2.2.6.D.1: Appraise the goals of various community or service organization initiatives to determine opportunities for volunteer service
- By the end of Grade 6 2.2.6.D.2: Develop a position about a health issue in order to inform their peers

### **Community Service Hour Requirement**

It was noted that the following standards, strand and CPI's from Physical Education and Health Curriculum are addressed through the Community Service Hour Requirement

- 2.2.D.8 Advocacy and Service: Effective Advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.
- 2.2.8.D.1: Plan and implement volunteer activities to benefit a local, state, national, or world health initiative. 2.2.8.D.2: Defend a position on a health or service issue to activate community awareness and responsiveness.

### **Interdisciplinary Content Standards for Advocacy**

It was noted that the following standards, strand and CPI's from Social Studies Curriculum are addressed through various activities

Social Studies

- 6.3.4.B.1 Active citizens in the 21st century: Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

## **Amistad Commission Mandate**

Goals of the Commission are supported by Montague Township School District through the infusion of the history of Africans and African-Americans into the social studies curriculum to provide an accurate, complete and inclusive history.

“In presenting the sweeping narrative of American history, African Americans have for too long, been cast in minor roles far from events, personalities and themes that become engrained in every student’s memory.

In New Jersey, that is all changing ...” (Stephanie James Wilson, 2008).

### *Background:*

Under legislation sponsored by Assemblymen William D. Payne and Craig A. Stanley, Schools in the Garden State are moving to recognize the integral part African-Americans have played at every turn in this nation’s history. The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum. This legislation also created the Amistad Commission, a 23-member body charged with ensuring that African-American history, contributions and experiences are adequately taught in the state’s classrooms.

### *Purpose:*

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

To ensure that Montague Township School District teachers are equipped to effectively teach the revised social studies core curriculum content standards. The following resources, but not limited to are available through the Amistad Commission:

<https://www.nj.gov/education/amistad/resources/literacy.pdf>

<http://www.njamistadcurriculum.net/>



## K - 4 Active Citizenship and Character Education Instructional Unit

**Grade Level:** K - 4

**Subject:** Social Studies

**Topic:** Active Citizenship and Character Education

**Pacing:** Ongoing throughout the year

**Primary Interdisciplinary Connections:**

- English Language Arts, Math, Science, PE & Health, Visual and Performing Arts, World Language

**New Jersey Student Learning Standards 2014**

**Standard:**

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world

**Strands:**

- A. Civics, Government, and Human Rights
- B. Geography, People and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Students will participate in advocacy and service projects

**Alternate and Formative Assessment Tasks:**

- Identify, discuss and create actions for advocacy
- Understand and actively participate in the reduction of unfair or discriminatory acts

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Students will participate in a collection of goods to support various groups throughout the school year
- Students will propose solutions to prevent and stop unfair or discriminatory acts.

**Resources:** Out Reach Activities, Reading Street Leveled Readers, Reading Street Units, Holiday Activities,

Rationale Content Statement	CPI's Student's will be able to . . .	Projects:
<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> <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>A. Civics, Government, and Human Rights</b></p> <p>6.3.4.A.1 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).</p> <p>6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials</p> <p>6.3.4.A.3</p>	<ul style="list-style-type: none"> <li>• Coat Drives</li> <li>• Food drives</li> <li>• Character Education Lessons</li> <li>• Veterans Outreach Programs</li> </ul>

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

6.3.4.A.4

Communicate with students from various countries about common issues of public concern and possible solutions

**B. Geography, People and the Environment**

6.3.4.B.1

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

**C. Economics, Innovation, and Technology**

6.3.4.C.1

Develop and implement a group initiative that addresses an economic issue impacting children.

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

6.3.4.D.1

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

## K - 4 Geography and Map Skills

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- To identify with the world in spatial terms, and be able to identify and use basic map and geography skills.

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
<p>To read and apply map skills helps us to understand geographical and spatial relationships.</p> <p>To read and apply map skills develops understanding and enables these skills to be integrated into all content areas.</p>	<ol style="list-style-type: none"> <li>1. Read and Apply Map/Globe Skills                             <ul style="list-style-type: none"> <li>• 5 Parts to a Map                                     <ul style="list-style-type: none"> <li>○ map key and symbols</li> <li>○ Scale (identify and use)</li> <li>○ map title</li> <li>○ compass rose (Cardinal and intermediate directions)</li> <li>○ inset maps</li> </ul> </li> <li>• Map Grids</li> </ul> </li> <li>2. Create a map</li> <li>3. Identify seven continents and five oceans</li> <li>4. Identify the four hemispheres equator, prime meridian lines of latitude (parallels) and longitude (meridians)</li> <li>5. United States Map Skills                             <ul style="list-style-type: none"> <li>• 50 states</li> <li>• Major Rivers</li> <li>• Natural Boundaries</li> <li>• Regions</li> <li>• National Boundaries</li> </ul> </li> </ol>	<p>How do map skills help us to understand geographical and spatial relationships?</p>	<p>Map skills help us recognize the many characteristics and features of the world.</p>
		<p><b>Grade K</b></p> <p>How do you identify land and water on a map or/and globe?</p>	<p><b>Grade K</b></p> <p>Land and water are identified by color on a map/globe.</p>
		<p><b>Grade 1</b></p> <ol style="list-style-type: none"> <li>1. How do you read a map/globe (compass rose, cardinal directions, simple map key, symbols)? How do you apply map/globe skills? (compass rose, cardinal directions, simple map key, symbols)</li> <li>2. How do you make a map? (title, key, compass rose)</li> <li>3. What are the seven continents and five oceans? And where are they on a map/globe?</li> <li>4. Where is the United States on a map? Where is New Jersey on a map?</li> </ol>	<p><b>Grade 1</b></p> <ol style="list-style-type: none"> <li>1. A map has parts that help us read and use a map.</li> <li>2. A map is made of parts (title, key, compass rose)</li> <li>3. Identify the seven continents and the 5 oceans on a map/globe</li> <li>4. Identify the United States map/globe. Identify New Jersey on a map.</li> </ol>
		<p><b>Grade 2</b></p> <ol style="list-style-type: none"> <li>1. How do you read a map/globe (compass rose, cardinal directions, simple map key, symbols, scale, and map grids)? How do you apply map/globe skills? (compass rose, cardinal directions, simple map key, symbols, map grids)</li> <li>2. How do you make a map that demonstrates spatial awareness? (title, key, compass rose, map grids)</li> <li>3. Where is the United States on a map? Where is New Jersey on a map? Where is Sussex County? Where is my town?</li> </ol>	<p><b>Grade 2</b></p> <ol style="list-style-type: none"> <li>1. A map has parts that help us read and use a map. (title, key, compass rose, scale, map grids)</li> <li>2. A map is made of parts and recognizes size and distance (title, key, compass rose, map grids)</li> <li>3. Locate and label the United States on a map/globe. Locate and label New Jersey on a map. Locate and label Sussex County on a map. Locate and label my town on a map.</li> </ol>

**Grade 3**

1. How do you read a map/globe (compass rose, cardinal and intermediate directions, map key, symbols, scale, map grids and inset maps)? How do you apply map/globe skills? (Compass rose, cardinal directions, cardinal intermediate directions, map key, symbols, scale, and inset maps)?
2. How do you make a map that demonstrates spatial awareness? (title, compass rose, map key, scale)
3. Why are the four hemispheres important in identifying the continents and oceans?
4. How do we identify the four hemispheres? (equator and prime meridian)

**Grade 3**

1. A map has parts that help us read and use a map. (title, key, compass rose, scale, inset map, map grids, cardinal and intermediate directions)  
A map is made of parts and recognizes size and distance (title, key, compass rose, map key, scale, map grids, cardinal and intermediate directions)
2. The earth is made up of four hemispheres defined by the prime meridian and the equator.
3. Locate and identify the prime meridian and equator on a globe/map
4. Locate and identify the four hemispheres on a map/globe Identify where the continents and oceans lie in relation to the four hemispheres.

**Grade 4**

1. How do you read a complex map/globe (compass rose, cardinal directions, cardinal and intermediate directions, map key, symbols, scale, and inset maps)?
2. How do you make a complex map that demonstrates complex spatial awareness? (title, compass rose, map key, scale)
3. How do the continents and oceans show relationship to coordinates (absolute and relative location, equator and prime meridian, lines of latitude and longitude)
4. Why do geographers use absolute and relative location, equator and prime meridian, and lines of latitude and longitude?
5. How is New Jersey divided geographically and politically? How does New Jersey compare in relationship to other US States using various types of map?

**Grade 4**

1. A complex map has multiple symbols and a variety of features
2. A complex map has multiple symbols and a variety of features to apply and understand. A complex map is made of multiple symbols and various features and explains location and spatial relationships.
3. Continents and oceans show relationships in terms of: absolute and relative location, equator and prime meridian, lines of latitude and longitude.
4. Geographers use absolute and relative location, equator and prime meridian, and lines of latitude and longitude to identify various places on the earth.
5. New Jersey is divided into regions and counties using natural boundaries and/or state boundaries.  
Maps can illustrate how New Jersey compares to other states: culturally, economically, geographically, and historically.

## K - 4 Financial Literacy and Career Exploration Instructional Unit

**Grade Level:** K – 4

**Subject:** Social Studies

**Topic:** Financial Literacy and Career Exploration

**Pacing:** Ongoing throughout the year

**Primary Interdisciplinary Connections:**

- English Language Arts, Math, Science, World Language

**New Jersey Student Learning Standards 2014**

### **9.1 Personal Financial Literacy**

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

### **9.2 Career Awareness, Exploration, and Preparation**

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

[CRP & Career Standards https://docs.google.com/document/d/1sBiARk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE-8xvw/edit?usp=sharing](https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw/edit?usp=sharing)

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

Students will possess the fiscal skills and knowledge to make informed financial decisions

- Students will identify interests and talents and connect to potential careers.
  - The systematic integration of 21st-century life and career skills across the K-12 curriculum and in career and technical education programs fosters a population that:
    - Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
    - Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
    - Is financially literate and financially responsible at home and in the broader community.
    - Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
    - Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
    - Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

**Alternate and Formative Assessment Tasks:**

- Stock Market Game
- Checkbook and savings passport
- Classroom economy project

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Career and life choices project: choose a career path and research the pathway and outcomes and future impacts of the chosen career.

**Resources:**

One line resources, Discovery Education, Scholastic News, Google classroom

<https://www.nj.gov/education/aps/cccs/career/resources.htm>

**Rationale** Content Statement

**Grade 1 Income and Careers**

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Grade 2 Income and Careers**

9.1.4.A.2 Identify potential sources of income.

**Grade 2 Money Management**

9.1.4.B.5 Identify ways to earn and save.

**Grade 4 Money Management**

9.1.4.B.2 Identify age-appropriate financial goals.

9.1.4.B.4 Identify common household expense categories and sources of income.

**Grade 1 and Grade 2 Insuring and Protecting**

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

**Grade 4 Career Awareness**

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## Kindergarten Instructional Units

**Grade Level:** Kindergarten

**Subject:** Social Studies

**Topic:** Geography and Map Skills

### Geography and Map Skills

**Pacing:** Ongoing throughout the year (2 – 4 weeks)

**Primary Interdisciplinary Connections:**

- English Language Arts, Math, Science, PE & Health, Visual and Performing Arts, World Language

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

CRP & Career Standards

[https://docs.google.com/document/d/1sBiArk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

Technology Standards [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Identify land verse water on a map/globe

**Alternate and Formative Assessment Tasks:**

- Map and globe work

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Students will be able to look at a map or globe and distinguish between land and water

**Resources:** paper maps, globes, graph paper

Rationale	CPI's	Essential Questions	Enduring Understanding
<p>Content Statement</p> <p>To read and apply map skills helps us to understand geographical and spatial relationships.</p> <p>To read and apply map skills develops understanding and enables these skills to be</p>	<p>Student's will be able to . . .</p> <ol style="list-style-type: none"> <li>1. Read and Apply Map/Globe Skills                             <ul style="list-style-type: none"> <li>• 5 Parts to a Map                                     <ul style="list-style-type: none"> <li>○ map key and symbols</li> <li>○ map title</li> </ul> </li> </ul> </li> <li>3. Identify seven continents and five oceans</li> </ol>	<p><i>Students will keep considering...</i></p> <p>How do map skills help us to understand geographical and spatial relationships?</p> <p><b>Grade K</b></p> <p>How do you identify land and water on a map or/and globe?</p>	<p><i>Students will understand that ...</i></p> <p>Map skills help us recognize the many characteristics and features of the world.</p> <p><b>Grade K</b></p> <p>Land and water are identified by color on a map/globe.</p>

integrated into all content  
areas.



## Communities and Citizenship

**Grade Level:** Kindergarten

**Subject:** Social Studies

**Topic:** Communities/Citizenship

**Pacing:** Ongoing throughout the year, the classroom is a community.

**Unit's Big Idea:** Citizenship is how people live, work and play together

### New Jersey Student Learning Standards 2014

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

Strand: 6.1.A Civics, Government, and Human Rights

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

Strand: 6.3.A Civics, Government, and Human Rights

### Primary Interdisciplinary Connections:

- English Language Arts, Math, Science, PE & Health, Visual and Performing Arts, World Language

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiARk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

Technology Standards [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Citizenship begins with becoming a contributing member of the classroom community.

### Alternate and Formative

#### Assessment Tasks:

classroom discussion  
projects  
teacher made  
teacher observation  
RACE Responses

**Summative Assessment Transfer Tasks:** (summative)

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Develop classroom rules together – decide what makes a rule “good”?
- Role-play scenarios with rule-following vs rule-breaking. Which scenario had the best results? Why?
- Compare/contract home rules w/classroom rules.
- Debate what “the” most important rule is. Why?

- Interview principal or older class about their rules or, what happens when rules are broken? Brainstorm questions to use

**Resources:**

field trips  
 fiction/non-fictional texts  
 Scholastic News  
 guest speakers  
 develop class rules  
 character education activities  
 community resources  
 Reading Street resources

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<p><b>6.1.4.A.1</b>            Rules and laws are developed to protect people's rights and security and welfare of society.</p>	<p><b>6.1.4.A.1</b>            Explain how rules and laws created by community, state and national government protect the rights of people, help resolve conflicts and promote the common good.</p>	<p>How do we live, work and play together?             What makes a good rule or law?</p>	<p>Citizenship begins with becoming a contributing member of the classroom community.             Everyone is part of a larger neighborhood and community.</p>
<p><b>6.3.4.A.1</b>            Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.             Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.             Are aware of their relationships to people, places, and resources in the local community and beyond.             Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.             Develop strategies to reach consensus and resolve conflict.</p>	<p><b>6.3.4.A.1</b>            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).</p>	<p>Why are rules/laws important for everyone to follow?             Why do rules/laws affect or needs and wants?</p>	<p>Evaluate what makes a good rule or law.</p>

<p><b>6.1.4.A.11</b> The United States democratic system requires active participation of its citizens.</p>	<p><b>6.1.4.A.11</b> Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national and global levels.</p>	<p>Voting</p>
<p><b>6.1.4.C.2</b> People make decisions based on their needs, wants, and the availability of resources.</p>	<p><b>6.1.4.C.2</b> Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>	

<b>Celebrations</b>			
<b>Grade Level:</b> Kindergarten		<b>Subject:</b> Social Studies	<b>Topic:</b> Celebrations
<b>Pacing:</b> Ongoing dependent on holidays and birthdays, range 1 – 5 days for each			
<b>Unit's Big Idea:</b> Cultural Celebrations in America			
<b>New Jersey Student Learning Standards 2014</b> Standard: 6.1 U.S. History: America in the World Strand D. History, Culture, and Perspectives			
<b>Primary Interdisciplinary Connections:</b>			
<ul style="list-style-type: none"> <li>• English Language Arts, Math, Science, PE &amp; Health, Visual and Performing Arts, World Language</li> </ul>			
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes</b>			
<u><a href="#">CRP &amp; Career Standards</a></u>			
<u><a href="https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing">https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing</a></u>			
<ul style="list-style-type: none"> <li>• <b>Career Ready Practices:</b> <ul style="list-style-type: none"> <li>○ CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12</li> </ul> </li> <li>• <b>9.1 Personal Financial Literacy</b> <ul style="list-style-type: none"> <li>○ None identified in this unit of instruction</li> </ul> </li> <li>• <b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li>○ None identified in this unit of instruction</li> </ul> </li> </ul>			
<b>New Jersey Student Learning Standards Technology</b>			
<u><a href="https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing">Technology Standards https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing</a></u>			
<ul style="list-style-type: none"> <li>• <b>8.1 Educational Technology</b> <ul style="list-style-type: none"> <li>○ None identified in this unit of instruction</li> </ul> </li> <li>• <b>8.2 Technology Education, Engineering, Design and Computational Thinking</b> <ul style="list-style-type: none"> <li>○ None identified in this unit of instruction</li> </ul> </li> </ul>			
<b>Transfer Goal:</b> <i>Students will be increasingly able to independently use their learning to...</i>			
<ul style="list-style-type: none"> <li>• Explain the role of holidays and how they affect the American identity.</li> </ul>			
<b>Alternate and Formative Assessment Tasks:</b>			
holiday celebrations (foods, dress, traditions) - holiday stories - holiday projects			
<b>Summative Assessment Transfer Tasks:</b> (summative)			
<i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...</i>			
<ul style="list-style-type: none"> <li>• Create a Venn Diagram of different holidays, traditions and customs.</li> <li>• Present your family's traditions for Thanksgiving, Christmas, etc.</li> <li>• Create a class book about a specific holiday, tradition, or custom</li> </ul>			
<b>Resources:</b>			
fiction/non-fictional texts, internet resources, community resources, Reading Street Resources, Scholastic News			
<b>Rationale</b>	<b>CPI's</b>	<b>Essential Questions</b>	<b>Enduring Understanding</b>
Content Statement	Student's will be able to ...	<i>Students will keep considering...</i>	<i>Students will understand that ...</i>

<p><b>6.1.4.D.6</b> Key historical events, documents, and individuals led to the development of our nation.</p>	<p><b>6.1.4.D.6</b> Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p>	<p>How did George Washington, Thomas Jefferson, and Benjamin Franklin develop our nation?</p>	<p>Key facts about George Washington, Thomas Jefferson, and Benjamin Franklin</p>
<p><b>6.1.4.D.13</b> Cultures include traditions, popular beliefs and commonly held values, ideas, and assumptions that are generally accepted by a particular group</p>	<p><b>6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people.</p>	<p>How do culture and traditions influence people's behavior?</p>	<p>Individuals cultures and expressed through their behaviors.</p>
<p><b>6.1.4.D.17</b> Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p>	<p><b>6.1.4.D.17</b> Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p>Why do we celebrate American holidays?  How are other cultural celebrations similar / different than American celebrations?</p>	<p>Different cultures celebrate different holidays in different ways.</p>
<p><b>6.1.4.D.18</b> The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.</p>	<p><b>6.1.4.D.18</b> Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p>	<p>How does an individual's lifestyle tradition intertwine traditions?</p>	<p>Family makeup impact family traditions.</p>

## Geography and Transportation

**Grade Level:** Kindergarten

**Subject:** Social Studies

**Topic:** Geography and Transportation

**Pacing:** 6 – 10 weeks

**Unit's Big Idea:** A region's geography impacts the modes of transportation and how people live.

### New Jersey Student Learning Standards 2014

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

**Strand B.** Geography, People, and the Environment

### Primary Interdisciplinary Connections:

- English Language Arts, Math, Science, PE & Health, Visual and Performing Arts, World Language

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiArk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

Technology Standards [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Identify modes of transportation based on the geography of a region (i.e. boat for water)

### Alternate and Formative Assessment Tasks:

- sorting and classifying transportation (land, water, air)
- explore maps/globes and discuss their similarities and differences
- color a map to show land/water

### Summative Assessment Transfer Tasks: (summative)

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Create a map of your bedroom, classroom, etc.
- Discuss/interview: How would you get to the grocery store? Florida? Australia? What's the "best" way? If you were traveling to Florida would you fly or drive or take a boat? Why? (Discuss expenses, time, etc.)
- Create your own transportation. Does it travel on land, air or water? Does it have wheels/an engine, etc.?
- Create a travel ad for a place we study: China, Australia, Antarctica, Florida, etc.

### Resources:

- maps and globes
- atlases
- fiction/non-fictional texts
- internet
- transportation manipulatives (cars, trains, planes, etc.)
- Reading Street Resources
- class discussion
- teacher observations
- Scholastic News
- sorting modes of transportation

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<p><b>6.1.4.B.1</b> Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on earth.</p>	<p><b>6.1.4.B.1</b> Compare and contrast information that can be found on different type of maps, and determine when the information may be useful.</p>	<p>What information can I find on a map?</p>	<p>Identify map features (water, land, compass rose) and explain why this information is useful.</p>
<p><b>6.1.4.D.2</b> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</p>	<p><b>6.1.4.D.2</b> Summarize reasons why various groups, voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they encountered.</p>	<p>Why do people immigrate? What is immigration?</p>	<p>Describe immigration</p> <p>Understand that different regions of the world have an impact on how people move from place to place.</p>
<p><b>6.1.4.D.12</b> The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds feel connected to a nation.</p>	<p><b>6.1.4.D.12</b> 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 culture.</p>	<p>How do people get from here to there?</p> <p>What is NJ folklore? How does folklore contribute to NJ culture?</p>	<p>Identify modes of transportation.</p> <p>Identify NJ folklore (Jersey Devil), its geographic location and how it impacts our NJ culture.</p>



## Grade 1 Instructional Units

**Grade Level:** First      **Subject:** Social Studies      **Topic:** Geography and Map Skills

### Geography and Map Skills

**Pacing:** Ongoing throughout the year

**Primary Interdisciplinary Connections:**

- English Language Arts, Math, Visual and Performing Arts

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

[CRP & Career Standards](#)

[https://docs.google.com/document/d/1sBiARk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

[Technology Standards https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- To identify with the world in spatial terms, and be able to identify and use basic map and geography skills.

**Alternate and Formative Assessment Tasks:**

- Map skills, observation, discourse, map games, map creation

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Identify NJ as a home state on the map/globe. Identify United States on a map/globe.. Identify North America on a map/globe.

**Resources:**

- paper maps, globes, graph paper

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
<b>6.1.4.B.2</b> Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	<b>6.1.4.B.2</b> Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the Unites States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.		

<p><b>6.1.4.B.4</b> Places are jointly characterized by their physical and human properties.</p>	<p><b>6.1.4.B.4</b> Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p>		
<p><b>6.1.4.B.5</b> The physical environment can both accommodate and be endangered by human activities.</p>	<p><b>6.1.4.B.5</b> Describe how human interaction impacts the environment in New Jersey and the United States.</p>		
<p><b>6.1.4.B.7</b> Patterns of settlement across Earth's surface differ markedly from region to region, place to place and time to time.</p>	<p><b>6.1.4.B.7</b> Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p>		
<p>Map Skills Unit Grade 1 Expectations</p> <p>To read and apply map skills helps us to understand geographical and spatial relationships.</p> <p>To read and apply map skills develops understanding and enables these skills to be integrated into all content areas.</p>	<ol style="list-style-type: none"> <li>1. Read and Apply Map/Globe Skills <ol style="list-style-type: none"> <li>a. 5 Parts to a Map <ol style="list-style-type: none"> <li>i. map key and symbols Scale (identify and use) map title</li> <li>ii. compass rose (Cardinal and intermediate directions)</li> <li>iii. inset maps</li> </ol> </li> <li>b. Map Grids</li> </ol> </li> <li>2. Create a map</li> <li>3. Identify seven continents and five oceans</li> <li>4. Identify the four hemispheres equator, prime meridian lines of latitude (parallels) and longitude (meridians)</li> </ol>	<p>How do map skills help us to understand geographical and spatial relationships?</p> <p><b>Grade 1</b></p> <ol style="list-style-type: none"> <li>1. How do you read a map/globe (compass rose, cardinal directions, simple map key, symbols)? How do you apply map/globe skills? (compass rose, cardinal directions, simple map key, symbols)</li> <li>2. How do you make a map? (title, key, compass rose)</li> <li>3. What are the seven continents and five oceans? And where are they on a map/globe?</li> <li>4. Where is the United States on a map? Where is New Jersey on a map?</li> </ol>	<p>Map skills help us recognize the many characteristics and features of the world.</p> <p><b>Grade 1</b></p> <ol style="list-style-type: none"> <li>1. A map has parts that help us read and use a map.</li> <li>2. A map is made of parts (title, key, compass rose)</li> <li>3. Identify the seven continents and the 5 oceans on a map/globe</li> <li>4. Identify the United States map/globe. Identify New Jersey on a map.</li> </ol>

## Our Country

**Grade Level:** First Grade

**Subject:** Social Studies

**Topic:** Our Country

**Unit's Big Idea:** We become responsible citizens through our rules and laws that were made by important historical figures

### NJCCCS 2014 Standards

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

- Strands**
- A. Civics, Government and Human Rights
  - B. Geography, People and the Environment
  - D. History, Culture and Perspectives

**Pacing:** Ongoing throughout the year

### Primary Interdisciplinary Connections:

- English Language Arts, Visual and Performing Arts

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiARK7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARK7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

Technology Standards [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Understand that we the people become responsible citizens through our rules and laws that were made by history

### Alternate and Formative Assessment Tasks:

- Role play – create classroom environments that lead to the roles of government officials.
- Make a mini poster with some rules and laws
- Participate in class
- Discussions
- Class book of rules
- Native American – Activities / crafts
- Write with Native American symbols
- Compare/contrast – past/present

### Summative Assessment Transfer Tasks: (summative)

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Hold a class election
- Write prompt – “What would you do if you were President?”
- Write a thank you letter to Dr. King

- Writing prompt – “How can you be a good American?”
- Compare/contrast journal/student make booklet to show comparisons of historical figures of the past and how it relates to students lives today
- Poster/bi-fold of importance of following rules.
- A simulation depicting one group following rules and another group not following rules. Discuss what would happen if we did not have rules or laws.

**Resources:**  
 Scholastic News  
 Literature Selections  
 Internet Resources  
 Scholastic News/Weekly Reader

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<p><b>6.1.4.A.1</b>            Rules and laws are developed to protect people's rights and the security and welfare of society.</p>	<p><b>6.1.4.A.1</b>            Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p>	<p>What would happen if we did not have rules or laws?</p> <p>What are our responsibilities as American citizens?</p> <p>How have historical figures and past events contributed to our country?</p>	<p>Rules and laws are necessary. American citizens have rights and responsibilities.</p> <p>Demonstrate an awareness of the following historical figures and events:</p> <ul style="list-style-type: none"> <li>- Dr. Martin Luther King, Jr.</li> <li>- George Washington</li> <li>- Abraham Lincoln</li> <li>- Folklore heroes (i.e., Johnny Appleseed, Paul Bunyan)</li> <li>- Harriet Tubman</li> <li>- Rosa Parks</li> <li>- Christopher Columbus</li> <li>- Veteran's Day</li> </ul>
<p><b>6.1.4.A.10</b>            The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p>	<p><b>6.1.4.A.10</b>            The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p>	<p>Historical figures (i.e. Rosa Parks, MLK, Lincoln, Washington            February: Black History Month            March: Women's History Month)</p>	
<p><b>6.1.4.A.11</b></p>	<p><b>6.1.4.A.11</b></p>		

The United States democratic system requires active participation of its citizens.	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.	Voting	
<b>6.1.4.B.1</b> Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people.	<b>6.1.4.B.1</b> Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.	Maps	
<b>6.1.4.D.1</b> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	<b>6.1.4.D.1</b> Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.		
<b>6.1.4.D.2</b> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	<b>6.1.4.D.2</b> Summarize reasons why various groups, voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they encountered.		
<b>6.1.4.D.3</b> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	<b>6.1.4.D.3</b> Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.		
<b>6.1.4.D.4</b> Key historical events, documents, and individuals led to the development of our nation.	<b>6.1.4.D.4</b> Explain how key events led to the creation of the United States and the state of New Jersey.	Historical figures	
<b>6.1.4.D.5</b> Key historical events, documents, and individuals led to the development of our nation.	<b>6.1.4.D.5</b> Relate key historical documents: i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution		
<b>6.1.4.D.6</b> Key historical events, documents, and individuals led to the development of our nation.	<b>6.1.4.D.6</b> Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.		

<p><b>6.1.4.D.8</b> Key historical events, documents, and individuals led to the development of our nation.</p>	<p><b>6.1.4.D.8</b> Determine the significance of New Jersey’s role in the American Revolution.</p>		
<p><b>6.1.4.D.12</b> The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds feel connected to a nation.</p>	<p><b>6.1.4.D.12</b> 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 culture.</p>	Black history Columbus	
<p><b>6.1.4.D.17</b> Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p>	<p><b>6.1.4.D.17</b> Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>		
<p><b>6.3.4.A.1</b> Active citizens in the 21 century: Recognize that people have different perspectives based on their beliefs, values, traditions, culture and experiences.</p> <p>Identify stereotyping, bias, prejudice, and discrimination un their lives and communities.</p> <p>Are aware of their relationships to people, places, and resources in the local community and beyond.</p> <p>Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</p> <p>Develop strategies to reach consensus and resolve conflict.</p> <p>Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</p>	<p><b>6.3.4.A.1</b> 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).</p>		

## Myself and My Community

**Grade Level:** First Grade

**Subject:** Social Studies

**Topic:** Myself and My Community

**Unit's Big Idea:** A community is a place where people live, work, and share cultural traditions

### NJCCCS 2014 Standard

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

Strand: A Civics, Government, and Human Rights

B Geography, People, and the Environment

D History, Culture, and Perspectives

**Pacing:** Ongoing throughout the year

### Primary Interdisciplinary Connections:

- English Language Arts, Visual and Performing Arts Civics

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiARk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

Technology Standards [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Understand the impact they have on their community

### Alternate and Formative Assessment Tasks:

- Identify points and areas on maps
- Use map key and its symbols to locate and identify points or areas on maps
- Design your own classroom/neighbor map
- Create a graph to represent how many people are in each family
- Venn diagram – family
- Guest speakers
- Food drives/collections
- Participation in class
- Venn diagram to compare and contrast cultural traditions
- Map identification



- List community helpers
- Writing assignment to describe family traditions

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Community helper for a day
- Students will come to school dressed as their community helper and they will bring the tools needed for their job
- Produce and label their own map
- Create a page for a class book of tradition

**Resources:**

Discovery Education, Literature, Textbook, Internet Resources, Weekly Reader

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>6.1.4.B.6</b> Regions form and change as a result of unique physical/ecological conditions, economics, and cultures.	<b>6.1.4.B.6</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.	What are your cultural traditions?	Cultural traditions vary with each family and place.
<b>6.1.4.B.8</b> Patterns of settlement across earth's surface differ markedly from region to region, place to place, and time to time.	<b>6.1.4.B.8</b> Compare ways people choose to use and divide natural resources.	How are your cultural traditions different from those of others?	Maps can be used to locate places.
<b>6.1.4.B.10</b> Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	<b>6.1.4.B.10</b> Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.	How can maps help you?	A community is a place where people live and work together.
<b>6.1.4.D.10</b> Personal, family, and community history is a source of information for individuals about the people and places around them.	<b>6.1.4.D.10</b> Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.	What makes a community?	
<b>6.1.4.D.13</b> Cultures include traditions, popular beliefs and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.	<b>6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people.		
<b>6.1.4.D.19</b> 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	<b>6.1.4.D.19</b> Explains how experiences and events may be interpreted differently by people with different cultural or individual perspectives.		

**6.1.4.D.20**

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.

**6.1.4.D.20**

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

## Economics

**Grade Level:** First Grade      **Subject:** Social Studies      **Topic:** Economics

**Unit's Big Idea:** Economics play various roles in our society

**New Jersey Student Learning Standards 2014 Standard:**

6.1 U.S. History: America in the World

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

**Pacing:** 4 weeks

**Primary Interdisciplinary Connections:**

- English Language Arts, Math, Visual and Performing Arts, Civics

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

[CRP & Career Standards](#)

[https://docs.google.com/document/d/1sBiARK7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARK7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

[Technology Standards https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- There is a difference between want and a need and how the need for money/funds are sometimes connected to the want/need

**Alternate and Formative Assessment Tasks:**

- Students read statements related to producers and consumers. Then students physically move to labeled areas to show understanding (Bucketing game)
- Class activities and discussions demonstrating wants/needs, goods/services.
- Sorting wants and needs
- Identification of producers and consumers
- List goods and services

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Write a personal narrative of something they are saving for.
- Write a riddle about a good or service and exchange with another class.
- Make a wish list, then cross off all of the wants and use this to discuss wants vs needs.

**Resources:**

Scholastic News  
Literature

Textbook  
Internet Resources  
Weekly Reader

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>6.1.4.C.1</b> People make decisions based on their needs, wants, and the availability of resources.	<b>6.1.4.C.1</b> Apply <u>opportunity cost</u> (i.e. choices and tradeoffs) to evaluate individuals' decisions, including one made in their communities.	How are wants and needs different?  How are producers and consumers different?	Basic needs are food, water, clothing and shelter.  A want is something that you would like to have.
<b>6.1.4.C.2</b> People make decisions based on their needs, wants, and the availability of resources.	<b>6.1.4.C.2</b> Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	How are goods and services different?  How are want/needs, producers/consumers, goods/services connected to our lives?  How does money affect your life?	Goods are things we buy or use.  Services are jobs that people do for others.  Producers make things that people use.  Consumers buy goods and services.

## Grade 2 Instructional Units

**Grade Level:** Second                      **Subject:** Social Studies                      **Topic:** Geography and Map Skills

### Geography and Map Skills

**Pacing:** 4 weeks

**Primary Interdisciplinary Connections:**

- Science, Math English Language Arts

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

[CRP & Career Standards](#)

[https://docs.google.com/document/d/1sBiARK7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARK7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

[Technology Standards](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing) [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- To identify with the world in spatial terms, and be able to identify and use basic map and geography skills.

**Alternate and Formative Assessment Tasks:**

- Map skills, observation, discourse

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Create a map and label with all 5 parts of a map
- Identify and name the continents and oceans on a map or globe
- Pinpoint United States, New Jersey, Sussex County and Montague on a map

**Resources:**

- paper maps, globes, graph paper

<b>Rationale</b>	<b>CPI's</b>	<b>Essential Questions</b>	<b>Enduring Understanding</b>
Content Statement	Student's will be able to . . .	<i>Students will keep considering...</i>	<i>Students will understand that ...</i>

<p>To read and apply map skills helps us to understand geographical and spatial relationships.</p>	<p>1. Read and Apply Map/Globe Skills</p> <ul style="list-style-type: none"><li>• 5 Parts to a Map<ul style="list-style-type: none"><li>○ map key and symbols</li><li>○ Scale (identify and use)</li><li>○ map title</li></ul></li></ul>	<p>How do map skills help us to understand geographical and spatial relationships?</p> <p><b>Grade 2</b></p>	<p>Map skills help us recognize the many characteristics and features of the world.</p> <p><b>Grade 2</b></p>
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<p>To read and apply map skills develops understanding and enables these skills to be integrated into all content areas.</p>	<ul style="list-style-type: none"> <li>o compass rose (Cardinal and intermediate directions</li> <li>o inset maps</li> </ul> <ul style="list-style-type: none"> <li>• Map Grids</li> </ul> <ol style="list-style-type: none"> <li>2. Create a map</li> <li>4. Identify the four hemispheres equator, prime meridian lines of latitude (parallels) and longitude (meridians)</li> <li>5. United States Map Skills <ul style="list-style-type: none"> <li>• 50 states</li> <li>• Major Rivers</li> <li>• Natural Boundaries</li> <li>• Regions</li> <li>• National Boundaries</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. How do you read a map/globe (compass rose, cardinal directions, simple map key, symbols, scale, and map grids)? How do you apply map/globe skills? (compass rose, cardinal directions, simple map key, symbols, map grids)</li> <li>2. How do you make a map that demonstrates spatial awareness? (title, key, compass rose, map grids)</li> <li>4. Why is the map of earth created with hemispheres?</li> <li>5. Where is the United States on a map? Where is New Jersey on a map? Where is Sussex County? Where is my town?</li> </ol>	<ol style="list-style-type: none"> <li>1. A map has parts that help us read and use a map. (title, key, compass rose, scale, map grids)</li> <li>2. A map is made of parts and recognizes size and distance (title, key, compass rose, map grids)</li> <li>4. Hemispheres are an artificial division of the Earth's surface that is handy for mapmakers and navigators, statisticians and Geography Teachers.</li> <li>5. Locate and label the United States on a map/globe. Locate and label New Jersey on a map. Locate and label Sussex County on a map. Locate and label my town on a map.</li> </ol>
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## Community

**Grade Level:** Second

**Subject:** Social Studies

**Topic:** Community

**Pacing:** 4 weeks

**Unit's Big Idea:** Land and people make up a community

### New Jersey Student Learning Standards 2014 Standards

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

- Strand:** 6.1.A Civics, Government and Human rights  
6.1.B Geography, People and the Environment  
6.1.C Economics, Innovation, and Technology

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

**Strand:** 6.3.A Civics, Government, and Human Rights

### Primary Interdisciplinary Connections:

- English Language Arts, Science

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiArk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

Technology Standards [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- To recognize how they are connected to their community and how their community is connected to the larger world

### Alternate and Formative Assessment Tasks:

- Class Projects, Performance Tasks, Tests, Teacher-generated Written Responses
- Class brainstorm needs of community; class determines/chooses how they can help. Come up with a plan and carry out plan

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- State Research Project – students will research NJ. Then write small report with pictures. Students presented to class
- Draw and label their community/neighbor and connect it to their country.
- Family completes heritage paper. Students' present information to the class, label a map and that demonstrates personal connections to NJ.
- Interview someone who is older. Draw picture of person, answer question. Student presents information and tells how things are different now.

**Resources:**

Textbooks, Expository non-fiction, Literature, Smartboard/Power Point

**Websites:**

[www.discoveryeducation.com](http://www.discoveryeducation.com)

[www.brainpopjr.com](http://www.brainpopjr.com)

[www.enchantedlearning.com](http://www.enchantedlearning.com)

[www.nationalgeographicforkids.com](http://www.nationalgeographicforkids.com)

[www.smarttech.com](http://www.smarttech.com)

[www.prometheanplanet.com](http://www.prometheanplanet.com)

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>6.1.4.A.1</b> Rules and laws are developed to protect people's rights and the security and welfare of society.	<b>6.1.4.A</b> 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.	Where to I live?  Why do we have rules and laws?	My home is part of a bigger world; Including my neighborhood, my community, my state, and my country.
<b>6.1.4.B.1</b> Spatial thinking and geographic tools can be used to describe and analyze the spatial pattern and organization of people, places, and environments on Earth.	<b>6.1.4.B.1</b> Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.	How does where I live influence how I live?	
<b>6.1.4.B.2</b> Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	<b>6.1.4.B.2</b> Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the Unites States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.	How are communities alike and how are they different?	
<b>6.3.4.A.1</b> Active citizens in the 21 <sup>st</sup> century: Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.  Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.  Are aware of their relationships to people, places, and resources in the local community and beyond.  Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.  Develop strategies to reach consensus and resolve	<b>6.3.4.A.1</b> 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).		

conflict.

Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

## World Around You

**Grade Level:** Second                      **Subject:** Social Studies                      **Topic:** World Around You

**Unit's Big Idea:** Landforms, climate, weather and availability of resources impact where and how people live and work.

### New Jersey Student Learning Standards 2014

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

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

**Pacing:** ongoing throughout the year

**Primary Interdisciplinary Connections:** Science, English Language Arts

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiARK7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARK7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

**Technology Standards** [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- To understand that landforms, climate, weather and availability of resources impact where and how people live and work.

### Alternate and Formative

#### **Assessment Tasks:**

Class Projects

Performances

Teacher-Generated Written Response

Recycling projects completed throughout the year

- milk jug birdfeeder

### **Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Create a community map or own map that have landforms, water ways, map key, and compass rose. Student write direction to get to somewhere in the map.

**Resources:**

Textbooks, Expository non-fiction, Literature, Smartboard/Power Point

Go to the Sussex County landfill “SCMUA”

**Websites:**

[www.discoveryeducation.com](http://www.discoveryeducation.com)

[www.brainpopjr.com](http://www.brainpopjr.com)

[www.enchantedlearning.com](http://www.enchantedlearning.com)  
[www.nationalgeographicforkids.com](http://www.nationalgeographicforkids.com)  
[www.smarttech.com](http://www.smarttech.com)  
[www.prometheanplanet.com](http://www.prometheanplanet.com)

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>6.1.4.B.4</b> Places are jointly characterized by their physical and human properties.	<b>6.1.4.B.4</b> Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different region of New Jersey and the United States.	Where do I live?  Why are natural resources important?	Landforms, bodies of water, climate, and weather impact where and how people live.
<b>6.1.4.B.7</b> Patterns of settlement across Earth's surface differ markedly from region to region, place to place and time to time.	<b>6.1.4.B.7</b> Explain why some locations in New Jersey and the United States are more suited for settlement than others.	How does where I live influence how I live?	Human interaction impacts the environment.
<b>6.1.4.D.2</b> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	<b>6.1.4.D.2</b> Summarize reasons why various groups, voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they encountered.	What defines a continent?  How is a globe different from a map?	Natural resources are essential for everyday life.
<b>6.1.4.D.3</b> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	<b>6.1.4.D.3</b> Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.	What are some different kinds of landforms and bodies of water?  How can a map key and a compass rose help to read a map?	
<b>6.1.4.D.4</b> Key historical events, documents, and individuals led to the development of our nation.	<b>6.1.4.D.4</b> Explain how key events led to the creation of the United States and the state of New Jersey.		



## We the People

**Grade Level:** Second                      **Subject:** Social Studies                      **Topic:** We the People

**Unit's Big Idea:** Citizenship is the foundation of American Democracy

### New Jersey Student Learning Standards 2014

#### Standards

6.1 U.S. History: America in the World

#### Strands

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

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

**Pacing:** 4 weeks

### Primary Interdisciplinary Connections:

- English Language Arts, Science

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiArk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

Technology Standards [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Explain why immigrants come to New Jersey

### Alternate and Formative

#### Assessment Tasks:

Class projects

Performance Tasks

### Summative Assessment Transfer Tasks:

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Read/research a historic person; write a summary of their life. Students dress up and present information.
- Students work in groups to write speech and have students run for different jobs/office positions. Have an election.
- Debate – In groups students evaluate what makes a good rule or law. Then debate

**Resources:**

Textbooks, Expository non-fiction, Literature, Smartboard/Power Point

**Websites:**

[www.discoveryeducation.com](http://www.discoveryeducation.com)  
[www.brainpopjr.com](http://www.brainpopjr.com)  
[www.enchantedlearning.com](http://www.enchantedlearning.com)  
[www.nationalgeographicforkids.com](http://www.nationalgeographicforkids.com)  
[www.smarttech.com](http://www.smarttech.com)  
[www.prometheanplanet.com](http://www.prometheanplanet.com)

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>6.1.4.A.1</b> Rules and laws are developed to protect people's rights and the security and welfare of society.	<b>6.1.4.A.1</b> 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.	Why do we have rules and laws?  How does the past influence the present and the future?  How does where I live influence how I live?  How do fairness, equality, and the common good influence decisions made by our government?  How does voting help citizens to participate in American government?	My home is part of a bigger world including my neighborhood, community, state and my country.  Society requires rules and laws to maintain fairness, respect and justice.  Individual and group efforts have shaped America.  Various cultural traditions and heritages contribute to our nation's diversity.  The struggle of the past becomes the freedom of today.
<b>6.1.4.A.10</b> The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	<b>6.1.4.A.10</b> 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.		
<b>6.1.4.A.13</b> Immigrants can become and obtain the rights of American citizens.	<b>6.1.4.A.13</b> Describe the process by which immigrants become United States citizens.		
<b>6.1.4.C.15</b> Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	<b>6.1.4.C.15</b> Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.		
<b>6.1.4.D.1</b>	<b>6.1.4.D.1</b>		

Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.		
<b>6.1.4.D.2</b> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	<b>6.1.4.D.2</b> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America and describe the challenges they encountered.		
<b>6.1.4.D.9</b> Key historical events, documents, and individuals led to the development of our nation.	<b>6.1.4.D.9</b> Explain the impact of Trans-Atlantic slavery on New Jersey, the nation and individuals.		
<b>6.1.4.D.13</b> Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.	<b>6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people.		
<b>6.1.4.D.14</b> American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.	<b>6.1.4.D.14</b> Trace how the American identity evolved over time.		
<b>6.1.4.D.15</b> Cultures struggle to maintain traditions in a changing society.	<b>6.1.4.D.15</b> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.		
<b>6.1.4.D.16</b> Prejudice and discrimination can be obstacles to understanding other cultures.	<b>6.1.4.D.16</b> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.		

## Economics and Society

**Grade Level:** Grade 2      **Subject:** Social Studies      **Topic:** Economics and Society

**Unit's Big Idea:** People earn, save, and spend money in different ways

**New Jersey Student Learning Standards 2014**

**Standards**

6.1 U.S. History: America in the World

**Strands**

C. Economics, Innovation and Technology

**Pacing:** 2 weeks

**Primary Interdisciplinary Connections:**

- English Language Arts, Math

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

**CRP & Career Standards**

[https://docs.google.com/document/d/1sBiARk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

**Technology Standards** [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Understand the different between goods and services and how both relate to economics

**Alternate and Formative Assessment Tasks:**

- Class projects
- Performance Tasks
- “Mail it” Leveled Reader – read students discuss how transportation and communication have changes. Students write a message in Morris Code and exchange to see if they can solve.

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Goods/Services – students create a log, they will make a poster to “sell” their goods/services. Students present to the class to determine if it is a good or service.
- Create a time line – of transportation or communication.

**Resources:**

Textbooks, Expository non-fiction, Literature, Smartboard/Power Point

**Websites:**

[www.discoveryeducation.com](http://www.discoveryeducation.com)  
[www.brainpopjr.com](http://www.brainpopjr.com)  
[www.enchantedlearning.com](http://www.enchantedlearning.com)  
[www.nationalgeographicforkids.com](http://www.nationalgeographicforkids.com)  
[www.smarttech.com](http://www.smarttech.com)  
[www.prometheanplanet.com](http://www.prometheanplanet.com)

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>6.1.4.C.2</b> People make decisions based on their needs, wants, and the availability of resources.	<b>6.1.4.C.2</b> Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	What is the purpose of money?  What is the difference between needs and wants?  What are goods and services?  How does access to resources affect daily life?  How have changes in transportation and communication impacted our lives?	Money serves different functions.  Different jobs produce goods and services necessary for daily life.  Natural resources are essential for everyday life.

## Grade 3 Instructional Units

**Grade Level:** Third

**Subject:** Social Studies

**Topic:** Geography and Map Skills

### Geography and Map Skills

**Pacing:** 4 weeks and Ongoing throughout the year

**Primary Interdisciplinary Connections:**

- Math, English Language Arts

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

[CRP & Career Standards](#)

[https://docs.google.com/document/d/1sBiARK7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARK7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

[Technology Standards](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing) [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- To identify with the world in spatial terms, and be able to identify and use basic map and geography skills.

**Alternate and Formative Assessment Tasks:**

- Observation, discourse

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Create a map including parts of a map
- Students will identify and name the continents and oceans and the 4 hemispheres on a map

**Resources:**

- paper maps, globes, graph paper

<b>Rationale</b>	<b>CPI's</b>	<b>Essential Questions</b>	<b>Enduring Understanding</b>
Content Statement	Student's will be able to ...	<i>Students will keep considering...</i>	<i>Students will understand that ...</i>

<p>To read and apply map skills helps us to understand geographical and spatial relationships.</p> <p>To read and apply map skills develops understanding and</p>	<p>1. Read and Apply Map/Globe Skills</p> <ul style="list-style-type: none"> <li>• 5 Parts to a Map <ul style="list-style-type: none"> <li>o map key and symbols</li> <li>o Scale (identify and use)</li> </ul> </li> </ul>	<p>How do map skills help us to understand geographical and spatial relationships?</p> <p><b>Grade 3</b></p> <ol style="list-style-type: none"> <li>1. How do you read a map/globe (compass rose, cardinal and</li> </ol>	<p>Map skills help us recognize the many characteristics and features of the world.</p> <p><b>Grade 3</b></p> <ol style="list-style-type: none"> <li>1. A map has parts that help us read and use a map. (title, key,</li> </ol>
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<p>enables these skills to be integrated into all content areas.</p>	<ul style="list-style-type: none"> <li>o map title</li> <li>o compass rose (Cardinal and intermediate directions)</li> <li>o inset maps</li> </ul> <ul style="list-style-type: none"> <li>• Map Grids</li> </ul> <ol style="list-style-type: none"> <li>2. Create a map</li> <li>3. Identify seven continents and five oceans</li> <li>4. Identify the four hemispheres equator, prime meridian lines of latitude (parallels) and longitude (meridians)</li> </ol>	<p>intermediate directions, map key, symbols, scale, map grids and inset maps)?</p> <ol style="list-style-type: none"> <li>2. How do you apply map/globe skills? (Compass rose, cardinal directions, cardinal intermediate directions, map key, symbols, scale, and inset maps)? How do you make a map that demonstrates spatial awareness? (title, compass rose, map key, scale)</li> <li>4. Why are the four hemispheres important in identifying the continents and oceans?</li> </ol> <p>How do we identify the four hemispheres? (equator and prime meridian)</p>	<p>compass rose, scale, inset map, map grids, cardinal and intermediate directions)</p> <ol style="list-style-type: none"> <li>2. A map is made of parts and recognizes size and distance (title, key, compass rose, map key, scale, map grids, cardinal and intermediate directions)</li> <li>4. The earth is made up of four hemispheres defined by the prime meridian and the equator.</li> </ol> <p>Locate and identify the prime meridian and equator on a globe/map</p> <p>Locate and identify the four hemispheres on a map/globe</p> <p>Identify where the continents and oceans lie in relation to the four hemispheres.</p>
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## Current Events

**Grade Level:** Third

**Subject:** Social Studies

**Topic:** Current Events

**Unit's Big Idea:** Currents events are important to how the world changes and develops

### New Jersey Student Learning Standards 2014

#### Standards

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

#### Strands

- A. Civics, Government and Human Rights
- B. Geography, People and the Environment
- C. Economics, Innovation and Technology
- D. History, Culture and Perspectives

**Pacing:** Ongoing throughout the year

#### Primary Interdisciplinary Connections:

- English Language Arts, Visual and Performing Arts, Math, 21<sup>st</sup> Century Themes and Skills, Technology

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiArk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1 CRP2 CRP4 CRP5 CRP6 CRP7 CRP8 CRP9 CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

Technology Standards [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Students will be able to identify a current event and share with the class the importance of the event.

#### Alternate and Formative Assessment Tasks:

Read newspaper  
Read magazines  
Scholastic News  
Guest speakers who impact current events  
Visit communication services  
Tour local town for history  
Community service  
Pen pals

Cultural fair

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Present a current event to the class and develop questions to ask.
- Create a poster modeling characteristics of a good citizen

**Resources:**

[www.timeforkids.com](http://www.timeforkids.com)

[www.brainpop.com](http://www.brainpop.com)

[www.discoveryed.com](http://www.discoveryed.com)

New Jersey Herald

Scholastic news

Time for Kids

Environmental groups

Various books on holidays

Skype/Video Conferencing

E-pals

Internet

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>6.1.4.C.18</b> Creativity and innovation have led to improvements in lifestyle, access to information and the creation of new products.	<b>6.1.4.C.18</b> Explain how the development of communications systems had led to increased collaboration and the spread of ideas throughout the United States and the world.	How do people of diverse cultures and different nations overcome community, state, national, and global challenges?	Students become active, informed citizens through various activities.
<b>6.1.4.D.16</b> Prejudice and discrimination can be obstacles to understanding other cultures.	<b>6.1.4.D.116</b> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and	How does human interaction impact the environment?	
<b>6.1.4.D.18</b> 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.	<b>6.1.4.D.18</b> Explain how an individual's beliefs, values, and traditions may reflect more than one culture.	How can we use knowledge of past prejudices to resolve current conflicts?  Why is it important to understand and celebrate the perspective of other cultures in an interconnected world?  How was the American identity shaped?  How can students become active	

**6.3.4.A.1**

Active citizens in the 21<sup>st</sup> century:  
Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.

Are aware of their relationships to people, places, and resources in the local community and beyond.

Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

Develop strategies to reach consensus and resolve conflict.

Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

**6.3.4.A.1**

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).

informed citizens in their community

How do science and technology address environmental concerns?

How has increased technology impacted the way people communicate on a global scale?

## Economics and Society

**Grade Level:** Third      **Subject:** Social Studies      **Topic:** Economics and Society

**Unit's Big Idea:** To understand the economic factors that affect us and others as global citizens

**New Jersey Student Learning Standards 2014**

**Standards:**

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

**Strands:**

**C. Economics, Innovation and Technology**

**Pacing:** 4 – 5 weeks

**Primary Interdisciplinary Connections:**

- English Language Arts, Math, Science, 21<sup>st</sup> Century Themes and Skills, Technology

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

**CRP & Career Standards**

[https://docs.google.com/document/d/1sBiArk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP9, CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

**Technology Standards** [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Understand and explain factors that drive the economy and how financial decisions impact our lives

**Alternate and Formative**

**Assessment Tasks:**

informal observation

class discussion

tests

quizzes

projects

class or grade level community service project

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Create a book about different local businesses.

- Create an advertisement to promote budgeting money.
- Interview a local business person and present learning

**Resources:**

Newspaper  
 Time for Kids  
 Brain Pop  
 Scholastic News  
 Text Book

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>6.1.4.C.1</b> People make decisions based on their needs, wants, and the availability of resources.	<b>6.1.4.C.1</b> Apply <u>opportunity cost</u> (i.e. choices and tradeoffs) to evaluate individuals' decisions, including one made in their communities.	How do local and global economics impact our lives?	Local and global economies are different and can both impact what we buy, where we work, what we make, and what we sell.
<b>6.1.4.C.2</b> People make decisions based on their needs, wants, and availability of resources.	<b>6.1.4.C.2</b> Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations.	What factors drive and influence the economy?	Define supply, demand, opportunity cost, industry, scarcity, currency, etc. and be able to explain how these factors impact both the local and global economy.
<b>6.1.4.C.3</b> Economics is a driving force for the occurrence of various events and phenomena in societies.	<b>6.1.4.C.3</b> Describe how supply and demand influences price and output of products.	Why/how does the economy change in different parts of the world?	Economies change based on the availability of resources, needs of the consumers, and the ability of consumers to purchase products with a region.
<b>6.1.4.C.5</b> Economics is a driving force for the occurrence of various events and phenomena in societies.	<b>6.1.4.C.5</b> Explain the role of specialization in the production and exchange of goods and services.	How are resources, production, and consumption interconnected?  How do financial decisions impact our lives?	Economies change based on the availability of resources, needs of the consumers, and the ability of consumers to purchase products with a region.
<b>6.1.4.C.10</b> Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	<b>6.1.4.C.10</b> Explain the role of money, savings, debt, and investment in individuals' lives.	Why/hoe do we save money for both short and long term purposes?	The role of saving and spending can be both short term and long term. Financial decisions have both positive and negative consequences that may impact our lives.

## Geography

**Grade Level:** Third                      **Subject:** Social Studies & Science                      **Topic:** Geography

**Unit's Big Idea:** World geography has impacts on human lives and communities

### New Jersey Student Learning Standards 2014

#### Standards

#### 6.1 U.S. History: America and the World

#### Strands

#### B. Geography, People and the Environment

### New Jersey Science Student Learning Standards

#### DCI: Life Science

#### 3.LA.4.1

Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.

Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.]

**Pacing:** 2 – 3 weeks

### Primary Interdisciplinary Connections:

- English Language Arts, 21<sup>st</sup> Century Themes and Skills, Technology,

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiArk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

Technology Standards [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Understand how people are impacted by geography, and natural resources.

### Alternate and Formative

#### Assessment Tasks:



informal observation  
class discussion  
tests  
quizzes

projects

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Design a map and have a partner create questions covering the map.
- Research a community and display information about the landforms, natural resources, and jobs related to the community. Students should include a map of the community.

**Resources:**

Internet  
Newspaper  
Time for Kids  
Brain Pop  
Scholastic News  
Text Book

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>6.1.4.B.1</b> Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	<b>6.1.4.B.1</b> Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.	1) How are maps helpful?  2) How can maps be used to explore spatial relationships in the world?  3) How can technology be used to explore geographical features?  4) How does geography impact people and communities differently depending upon the region in which they live?  5) How do people make use of natural resources within their region? How do people impact the natural resources in a region?	1) Maps help us to understand major world regions, geographic features, and cultural differences.  2) Using maps, we are able to pinpoint locations around the world and their distances from where we live.  3) Technology (Internet, satellites, etc.) has made maps more accessible to people around the world.
<b>6.1.4.B.2</b> Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places and environments on Earth.	<b>6.1.4.B.2</b> 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.		
<b>6.1.4.B.3</b> Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places and environments on Earth.	<b>6.1.4.B.3</b> 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.		
<b>6.1.4.B.6</b> Regions form and change as a result of unique physical/ecological conditions, economics, and cultures.	<b>6.1.4.B.6</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.		
<b>6.1.4.B.8</b> Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.	<b>6.1.4.B.8</b> Compare ways people choose to use and divide natural resources.		

**6.1.4.B.10**

Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

**6.1.4.B.10**

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

## Government

**Grade Level:** Third      **Subject:** Social Studies      **Topic:** Government

**Unit's Big Idea:** To understand the economic factors that affect us and others as global citizens

### New Jersey Student Learning Standards 2014

**Standard:**

6.1 U.S. History: America in the World

**Strands:**

A. Civics, Government and Human Rights

**Pacing:** 4 – 6 weeks

### Primary Interdisciplinary Connections:

- English Language Arts, Math, Technology, 21st Century Themes and Skills

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiARk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP9, CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

Technology Standards [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Explain how citizens are impacted by rules and laws.
- Explain how the US government is organized.
- Explain how the US functions as a representative democracy

### Alternate and Formative

#### **Assessment Tasks:**

informal observation  
class discussion  
tests  
quizzes  
projects

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Students draw a law from a box and debate the pros and cons of the law

<b>Resources:</b> Internet Newspaper Time for Kids Brain Pop Scholastic News Text Book			
<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>6.1.4.A.1</b> Rules and laws are developed to protect people's rights and the security and welfare of society.	<b>6.1.4.A.1</b> 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.	<ol style="list-style-type: none"> <li>1) What is the role of a citizen within their communities?</li> <li>2) How do citizens participate in their government?</li> <li>3) How do rules and laws affect citizenship and the common good?</li> <li>4) How does America's government serve its citizens and promote the common good?</li> <li>5) How are local, state, and national governments organized?</li> <li>6) How are laws created and changed within local, state, and national governments?</li> <li>7) How do other governments compare to our national government?</li> </ol>	<ol style="list-style-type: none"> <li>1) Citizens have rights and responsibilities within their communities</li> <li>2) Citizens may participate in electing government officials and running for government office.</li> <li>3) Rules and laws are essential for maintaining order, fairness, and equality.</li> </ol>
<b>6.1.4.A.9</b> The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. each designed to address specific issues and concerns.	<b>6.1.4.A.9</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.		

## History

**Grade Level:** Third

**Subject:** Social Studies

**Topic:** History

**Unit's Big Idea:** Aspects of our lives today are the direct results of the actions of previous people and communities.

### New Jersey Student Learning Standards 2014

#### Standards

6.1 U.S. History: American in the World

#### Strand

D. History, Culture and Perspectives

### New Jersey Science Student Learning Standards

#### DCI: Life Science

#### 3.LA.4.1

Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.

Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.

**Pacing:** 4 – 5 weeks

### Primary Interdisciplinary Connections:

- English Language Arts, Visual and Performing Arts, Science, Technology

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiArK7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiArK7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

[Technology Standards https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Explain key events that led to the creation of the United States.

**Alternate and Formative**

**Assessment Tasks:**

informal observation

class discussion



quizzes  
 projects  
 Create a timeline of events in history as a class.

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Research and present an individual who helped shape the United States of America

**Resources:**

Internet  
 Newspaper  
 Time for Kids  
 Brain Pop  
 Scholastic News  
 Text Book

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>6.1.4.D.1</b> People from other parts of the world come to New Jersey and the United States for various reasons.	<b>6.1.4.D.1</b> Determine the impact of European colonization on Native American populations, including the Lenape of New Jersey.	1) How did colonization affect the Native American population?	1) The Native American population was forced from their land as colonists arrived in the “New World.”
<b>6.1.4.D.2</b> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and	<b>6.1.4.D.2</b> Summarize reasons why various groups, voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they	2) How did the United States of American become a country?	2) Colonies organized and revolted against their ruler, Great Britain, creating a new country.
<b>6.1.4.D.3</b> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and	<b>6.1.4.D.3</b> Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.	3) How have groups of people during the colonial period maintained their traditional beliefs and adopted new ones?	3) Groups such as the Native Americans, Puritans, Quakers, and colonists in general held onto many traditional beliefs while also welcoming new ideas in their new country.
<b>6.1.4.D.4</b> Key historical events, documents, and individuals led to the development of our nation.	<b>6.1.4.D.4</b> Explain how key events led to the creation of the United States and the state of New Jersey.	4) How have historical documents (Declaration, Constitution, etc.) helped to shape the United States of America?	4) The Declaration of Independence formally created the United States as a new country. The Constitution established the rules and norms of this new country.
<b>6.1.4.D.9</b> Key historical events, documents, and individuals led to the development of our nation.	<b>6.1.4.D.9</b> Explain the impact of Trans-Atlantic slavery on New Jersey, the nation and individuals.	5) How have individuals (George Washington, Thomas Jefferson, Ben Franklin, etc.) helped to shape the United States of America?	4) The Declaration of Independence formally created the United States as a new country. The Constitution established the rules and norms of this new country.
<b>6.1.4.D.10</b> Personal, family, and community history is a source of information for individuals about the people and places	<b>6.1.4.D.10</b> Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.	How are traditions and lifestyles from the colonial period present and celebrated	George Washington, Thomas Jefferson, Ben Franklin, and others were instrumental in establishing the United States of America.
<b>6.1.4.D.12</b> The study of American folklore and popular historical figures enables Americans with diverse cultural	<b>6.1.4.D.12</b> Explain how folklore and the actions famous historical and fictional characters from New Jersey and other regions of the United States contributed to	How are traditions and lifestyles from the colonial period present and celebrated	6) Influences from the colonial

<p><b>6.1.4.D.13</b> Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumption that are</p>	<p><b>6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people.</p>
<p><b>6.1.4.D.15</b> Cultures struggle to maintain traditions in a changing society.</p>	<p><b>6.1.4.D.15</b> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p>

today?

lifestyle are celebrated today period are still present and celebrated in the Fourth of July, American Flag, patriotic songs, and in many other ways.

## Grade 4 Instructional Units

**Grade Level:** Fourth                      **Subject:** Social Studies                      **Topic:** Geography and Map Skills

### Geography and Map Skills

**Primary Interdisciplinary Connections:**

- English Language Arts, Mathematics, Science

**Pacing:** ongoing throughout the year

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

[CRP & Career Standards](#)

[https://docs.google.com/document/d/1sBiARk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

[Technology Standards](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing) [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- To identify with the world in spatial terms, and be able to identify and use basic map and geography skills.

**Alternate and Formative Assessment Tasks:**

- Draw maps including all features, discussion, observations,

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Using coordinates, students will identify oceans, continents and their relationships to longitude and latitude.
- Explain the differences in the regions of New Jersey and how New Jersey compares to the US on the map

**Resources:**

- paper maps, globes, graph paper

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
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<p>To read and apply map skills helps us to understand geographical and spatial relationships.</p> <p>To read and apply map skills develops understanding and enables these skills to be integrated into all content areas.</p>	<ol style="list-style-type: none"> <li>1. Read and Apply Map/Globe Skills <ul style="list-style-type: none"> <li>• 5 Parts to a Map <ul style="list-style-type: none"> <li>o map key and symbols</li> <li>o Scale (identify and use) <ul style="list-style-type: none"> <li>o map title</li> <li>o compass rose (Cardinal and intermediate directions)</li> <li>o inset maps</li> </ul> </li> </ul> </li> <li>• Map Grids</li> </ul> </li> <li>2. Create a map</li> <li>3. Identify seven continents and five oceans</li> <li>4. Identify the four hemispheres equator, prime meridian lines of latitude (parallels) and longitude (meridians)</li> <li>5. United States Map Skills <ul style="list-style-type: none"> <li>• 50 states</li> <li>• Major Rivers</li> <li>• Natural Boundaries</li> <li>• Regions</li> <li>• National Boundaries</li> </ul> </li> </ol>	<p>How do map skills help us to understand geographical and spatial relationships?</p> <p><b>Grade 4</b></p> <ol style="list-style-type: none"> <li>1. How do you read a complex map/globe (compass rose, cardinal directions, cardinal and intermediate directions, map key, symbols, scale, and inset maps)?</li> <li>2. How do you make a complex map that demonstrates complex spatial awareness? (title, compass rose, map key, scale)</li> <li>3. How do the continents and oceans show relationship to coordinates (absolute and relative location, equator and prime meridian, lines of latitude and longitude)</li> <li>4. Why do geographers use absolute and relative location, equator and prime meridian, and lines of latitude and longitude?</li> <li>5. How is New Jersey divided geographically and politically? How does New Jersey compare in relationship to other US States using various types of map?</li> </ol>	<p>Map skills help us recognize the many characteristics and features of the world.</p> <p><b>Grade 4</b></p> <ol style="list-style-type: none"> <li>1. A complex map has multiple symbols and a variety of features</li> <li>2. A complex map has multiple symbols and a variety of features to apply and understand. A complex map is made of multiple symbols and various features and explains location and spatial relationships.</li> <li>3. Continents and oceans show relationships in terms of: absolute and relative location, equator and prime meridian, lines of latitude and longitude.</li> <li>4. Geographers use absolute and relative location, equator and prime meridian, and lines of latitude and longitude to identify various places on the earth.</li> <li>5. New Jersey is divided into regions and counties using natural boundaries and/or state boundaries.</li> </ol> <p>Maps can illustrate how New Jersey compares to other states: culturally, economically, geographically, and historically.</p>
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## Current Events

**Grade Level:** Fourth                      **Subject:** Social Studies                      **Topic:** Current Events

**Unit's Big Idea:** Current Events

**New Jersey Student Learning Standards 2014**

**Standard:**

6.1 U.S. History: America in the World

**Strand:**

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture and Perspectives

**Primary Interdisciplinary Connections:**

- English Language Arts

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

**CRP & Career Standards**

[https://docs.google.com/document/d/1sBiARk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

**Technology Standards** [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Identify current events and understand the importance of events to both current and past events

**Alternate and Formative Assessment Tasks:**

- locate current event and create a summary of the event

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Create a presentation to share with peers about the current event

**Resources:**

[www.brainpop.com](http://www.brainpop.com)

[www.discoveryed.com](http://www.discoveryed.com)

Scott Foresman - Social Studies New Jersey

(F) Macmillan / McGraw Hill - Our New Jersey

(L) History of Us – History channel video

<b>Rationale</b>	<b>CPI's</b>	<b>Essential Questions</b>	<b>Enduring Understanding</b>
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Content Statement	Student's will be able to . . .	<i>Students will keep considering...</i>	<i>Students will understand that ...</i>
<b>6.1.4.A.15</b> In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national and global challenges.	<b>6.1.4.A.15</b> Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national and global challenges.	How do people of diverse cultures and different nations overcome community, state, national and global challenges?	Global nations, as well as local communities, work together to overcome challenges.
<b>6.1.4.A.16</b> In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	<b>6.1.4.A.16</b> Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.	How does human interaction impact the environment?	Human interaction can impact the environment both positively and negatively.
<b>6.1.4.B.9</b> Advancements in science and technology can have unintended consequences that impact individuals and/or societies.	<b>6.1.4.B.9</b> Relate advances in science and technology to environmental concerns, and to actions taken to address them.	How does science and technology address environmental concern?	Science and technology is used to identify and solve environmental concerns.
<b>6.1.4.D.19</b> 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 point of view.	<b>6.1.4.D.19</b> Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	How has increased technology impacted the way people communicate on a global scale?	Communication that was once impossible is now done instantaneously.
<b>6.1.4.D.20</b> 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 point of view.	<b>6.1.4.D.20</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.	How can we use knowledge of past prejudices to resolve current conflicts?	What we have learned from past events can help us resolve current conflicts appropriately.

## Civics, Government and Human Rights

**Grade Level:** Fourth

**Subject:** Social Studies

**Topic:** Civics, Government and Human Rights

**Unit's Big Idea:** The origin and foundations of New Jersey government

### New Jersey Student Learning Standards 2014

#### Standards

6.1 U.S. history: American in the World

#### Strands

A. Civics, Government and Human Rights

### Primary Interdisciplinary Connections:

- English Language Arts

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiArk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiArk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - None identified in this unit of instruction
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

Technology Standards [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Understand the importance of civics and local government officials and the impact people have on society

### Alternate and Formative Assessment Tasks:

Read and discuss textbook lessons

Local government officials (guest speakers)

Class trio to local municipality

Picture books on content

Tests

Quizzes

Projects

Presentations

Assign the students roles that correspond to the 3 Branches of Government and pass some legislation going through each branch.



**Summative Assessment**

**Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

**Immigration:**

Pick a country and research why people want to come to the USA and what the laws in the USA are for them to become citizens.

**Assessments:**

Students will be required to analyze legislation to determine constitutionality. Assess analysis with rubric.

Written reflection on process and potential impact of the government of the people.

**Resources:**

[www.brainpop.com](http://www.brainpop.com)

[www.disvoceryed.com](http://www.disvoceryed.com)

<b>Rationale</b>	<b>CPI's</b>	<b>Essential Questions</b>	<b>Enduring Understanding</b>
Content Statement	Student's will be able to . . .	<i>Students will keep</i>	<i>Students will understand that . . .</i>
<p><b>6.1.4.A.1</b> Rules and laws are developed to protect people's rights and the security and welfare of society.</p>	<p><b>6.1.4.A.1</b> Explain how rules and laws created by community, state, and national governments protect the rights of people, held resolve conflicts, and promote the common good.</p>	<p>How do citizens, civic ideals, and government institutions interact to balance the needs and common good of the people of New Jersey?</p>	<p>Fundamental rights of the individual and the common good of the people of New Jersey depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels under the laws of the United States Constitution.</p>
<p><b>6.1.4.A.2</b> The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</p>	<p><b>6.1.4.2</b> Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p>		
<p><b>6.1.4.A.3</b> American constitutional government is based on principles of limited government, shared authority, fairness and equality.</p>	<p><b>6.1.4.A.3</b> Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.</p>		
<p><b>6.1.4.A.4</b> There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</p>	<p><b>6.1.4.A.4</b> Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.</p>		
<p><b>6.1.4.A.5</b> There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</p>	<p><b>6.1.4.A.5</b> Distinguish the roles and responsibilities of the three branches of the national government.</p>		

<p><b>6.1.4.A.6</b> There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</p>	<p><b>6.1.4.A.6</b> Explain how national and state governments share power in the federal system of government.</p>		
<p><b>6.1.4.A.7</b> In a representative democracy, individuals elect representatives to act on the behalf of the people.</p>	<p><b>6.1.4.A.7</b> Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p>		
<p><b>6.1.4.A.8</b> In a representative democracy, individuals elect representatives to act on the behalf of the people.</p>	<p><b>6.1.4.A.8</b> Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p>		
<p><b>6.1.4.A.11</b> The United States democratic system requires active participation of its citizens</p>	<p><b>6.1.4.A.11</b> Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p>		
<p><b>6.1.4.A.12</b> The United States democratic system requires active participation of its citizens.</p>	<p><b>6.1.4.A.12</b> Explain the process of creating change at the local, state, or national level.</p>		
<p><b>6.1.4.A.14</b> The world is comprised of nations that are similar to and different from the United States.</p>	<p><b>6.1.4.A.14</b> Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p>		

**6.3.4.A.1**

Active citizens in the 21<sup>st</sup> century:

Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.

Are aware of their relationships to people, places, and resources in the local community and beyond.

Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

Develop strategies to reach consensus and resolve conflict.

Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

**6.3.4.A.1**

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).

## Economics and Society

**Grade Level:** Fourth

**Subject:** Social Studies

**Topic:** Economics and Society

**Unit's Big Idea:** Acquiring the skills and knowledge of the fundamental rights and democratic values of America make for productive citizens.

### New Jersey Student Learning Standards 2014

**Standard:**

6.1 U.S. History: America in the World

**Strand:**

C. Economics, Innovation and Technology

### Primary Interdisciplinary Connections:

- English Language Arts

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiARK7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARK7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - None identified in this unit of instruction
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

Technology Standards [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- How does the economy impact citizens



<p><b>6.1.4.C.8</b> Interaction among various institutions in the local, national, global economies influences policymaking and societal outcomes.</p>	<p><b>6.1.4.C.8</b> Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p>	<p>How did the science and technology effect New Jersey's society?</p>	<p>from agricultural to industrial to the information age.</p>
<p><b>6.1.4.C.9</b> Availability of resources affects economic outcomes.</p>	<p><b>6.1.4.C.9</b> Compare and contrast how the availability of resources affects people across the world differently.</p>		
<p><b>6.1.4.C.11</b> Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</p>	<p><b>6.1.4.C.11</b> Recognize the importance of setting long-term goals when making financial decisions within the community.</p>		
<p><b>6.1.4.C.14</b> Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p>	<p><b>6.1.4.C.14</b> 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.</p>		
<p><b>6.1.4.C.16</b> Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p>	<p><b>6.1.4.C.16</b> Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p>		
<p><b>6.1.4.C.17</b> Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p>	<p><b>6.1.4.C.17</b> Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p>		

## Geography of New Jersey

**Grade Level:** Fourth      **Subject:** Social Studies      **Topic:** Geography of New Jersey

**Unit's Big Idea:** Identify and understand maps, regions, and key environmental features and locations of New Jersey

### New Jersey Student Learning Standards 2014

**Standard:**

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

**Strand:**

**B. Geography, People and the Environment**

### Primary Interdisciplinary Connections:

- English Language Arts

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

#### CRP & Career Standards

[https://docs.google.com/document/d/1sBiARk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - None identified in this unit of instruction
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

Technology Standards [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Identify the various geography features that make up NJ

### Alternate and Formative Assessment Tasks:

- Identify geography features

### Summative Assessment Transfer Tasks:

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Create a map of the geography of NJ

**Resources:**

[www.brainpop.com](http://www.brainpop.com)

[www.discoveryed.com](http://www.discoveryed.com)

Scott Foresman - Social Studies New Jersey

(F) Macmillan / McGraw Hill - Our New Jersey

(L) History of Us – History channel video

**Rationale**

Content Statement

**CPI's**

Student's will be able to . . .

**Essential Questions**

*Students will keep considering...*

**Enduring Understanding**

*Students will understand that ...*



<p><b>6.1.4.B.1</b> Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organizations of people, places, and environments on Earth.</p>	<p><b>6.1.4.B.1</b> Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p>	<p>How does the physical geography influence or determine the development of culture and society in New Jersey?</p> <p>How do human interactions with each other and the environment influence or determine the development of culture and society in New Jersey?</p> <p>How do physical and political maps explain the location and spatial relationships of places in New Jersey?</p>	<p>Different physical aspects of the regions of New Jersey determine the development of culture and society in New Jersey.</p> <p>Human interactions with the environment may have positive or negative effects on the development of culture and society in New Jersey.</p> <p>Physical and political maps help to determine latitude, longitude, geographical features, regions, major cities of New Jersey.</p>
<p><b>6.1.4.B.2</b> Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organizations of people, places, and environments on Earth.</p>	<p><b>6.1.4.B.2</b> Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p>		
<p><b>6.1.4.B.7</b> Patterns of settlement across Earth’s surface differ markedly from region to region, place to place and time to time.</p>	<p><b>6.1.4.B.7</b> Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p>		
<p><b>6.1.4.B.10</b> Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p>	<p><b>6.1.4.B.10</b> Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p>		

## History

**Grade Level:** Fourth                      **Subject:** Social Studies                      **Topic:** History

**Big Idea:** Interactions of people, cultures and environment shaped New Jersey

**New Jersey Student Learning Standards 2014**

**Standard:**

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

**Strand:**

**D. History, Culture and Perspectives**

**Primary Interdisciplinary Connections:**

- English Language Arts

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

**CRP & Career Standards**

[https://docs.google.com/document/d/1sBiARk7yaPV\\_NQhMh5cJJ\\_wJb0Rj9nEUvxJKsE8xedit?usp=sharing](https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE8xedit?usp=sharing)

- **Career Ready Practices:**
  - None identified in this unit of instruction
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

**Technology Standards** [https://docs.google.com/document/d/1GHL\\_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU\\_3bDo1qE/edit?usp=sharing](https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing)

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Explain how NJ's cultural differences were shaped by interactions between people and the environment

**Alternate and Formative Assessment Tasks:**

Read and discuss textbook lessons

Visit Natural Resource areas

Salt dough relief map of the 4 regions of New Jersey

Make a "counties cake"

Student generated map assessed on criteria given

Use authentic NJ map for map skills activity

**Summative Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- On the 4 regions of NJ – students will write a post card as if they had visited the region incorporating a given number of facts.

**Resources:**

[www.brainpop.com](http://www.brainpop.com)

[www.discoveryed.com](http://www.discoveryed.com)

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>6.1.4.D.4</b> Key historical events, documents, and individuals led to the development of our nation.	<b>6.1.4.D.4</b> Explain how key events led to the creation of the United States and the State of New Jersey.		
<b>6.1.4.D.5</b> Key historical events, documents, and individuals led to the development of our nation.	<b>6.1.4.D.5</b> Relate key historical documents (i.e. the mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights)		
<b>6.1.4.D.6</b> Key historical events, documents, and individuals led to the development of our nation.	<b>6.1.4.D.6</b> Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the Unites States government.		
<b>6.1.4.D.7</b> Key historical events, documents, and individuals led to the development of our nation.	<b>6.1.4.D.7</b> Explain the role Governor William Livingston played in the development of New Jersey government.		
<b>6.1.4.D.8</b> Key historical events, documents, and individuals led to the development of our nation.	<b>6.1.4.D.8</b> Determine the significance of New Jersey's role in the American Revolution.		
<b>6.1.4.D.9</b> Key historical events, documents, and individuals led to the development of our nation.	<b>6.1.4.D.9</b> Explain the impact of trans-Atlantic slavery on New Jersey, the nation and individuals.		
<b>6.1.4.D.11</b> Personal, family, and community history is a source of information for individuals about the people and places around them.	<b>6.1.4.D.11</b> Determine how local and state communities have changed over time, and explain the reasons for changes.		

## **Appendix A: Holocaust and Black History Month**

### Grade 1:

- Martin Luther King Jr.
- Rosa Parks
- Scholastic News
- Brain Pop Jr.
- Reading Street

### Grade 2:

- George Washington
- Black History month activities
- Harriet Tubman
- Rosa Parks
- Martin Luther King Jr.
- Scholastic News
- Reading Street
- Jackie Robinson

### Grade 3:

- Slavery
- Underground Railroad
- Martin Luther King Jr
- Maya Angelou
- Time Magazine
- Scholastic News
- Reading Street

### Grade 4:

- Biography Book Reports
- Martin Luther King Jr
- Reading Street
- Time for Kids
- Scholastic News
- Underground Railroad

## **Modifications and Accommodations**

Note\*\* Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.

Table of Contents

1. Modifications and Accommodations for IEP & 504 & At Risk Students
2. Modifications and Accommodations for LEP Students
3. Modifications and Accommodations for G & T Students

### **Modifications and Accommodations for IEP & 504 & At Risk Students**

#### **Textbooks and Curriculum**

##### **Books: Accommodations**

- Provide audio books or text to speech alternatives
- Provide summaries of chapters
- Use peer readers
- Use marker to highlight important textbook sections
- Provide the student with a list of discussion questions before reading the material

##### **Books: Modifications**

- Provide alternative books with similar concepts but at an independent reading level
- Give page numbers to help the student find answers

##### **Curriculum: Accommodations**

- Provide a vocabulary list
- Provide alternatives to reading aloud in front of the class

##### **Curriculum: Modifications**

- Shorten assignments to focus on mastery of key concepts
- Shorten spelling tests to focus on mastering the most functional words

#### **Instructions and Assignments**

##### **Directions: Accommodations**

- Use both oral and printed directions
- Highlight keywords in directions
- Give directions in small steps using as few words as possible
- Number and sequence steps in a task
- Provide visual aides
- Show a model of the end product

##### **Time/Transitions: Accommodations**

- Alert student several minutes before a transition from one activity to another
- Provide additional time to complete a task
- Increase wait time for responses
- Provide a visual timer

##### **Handwriting: Accommodations**

- Use fill-in questions with space for a brief response rather than a short essay
- Provide a "designated note taker" or photocopy of another student's or teacher's notes
- Provide outlines for video

- Provide a print copy of any assignments or directions written on the blackboard or smartboard/Smart Board
- Provide photocopy materials rather than requiring students to copy from the board or textbook
- Provide access to a word processor, alpha smart, or similar device
- Allow use of voice-activated software for long written assignments
- Allow students to dictate a writing assignment for a teacher or teacher's aide to scribe

#### **Grading: Accommodations**

- Mark the correct answers rather than incorrect ones

#### **Grading: Modifications**

- Provide partial grade based on individual progress or effort
- Permit a student to rework assignments for a grade to reflect mastery

#### **Tests: Accommodations**

- Go over directions orally
- Permit extended time to complete tests
- Have materials read to the student and allow oral responses (for tests that don't measure reading or writing)
- Divide tests into small sections of similar questions and problems
- Allow the student to complete an independent project as an alternative test
- Provide study guides and study questions that directly relate to tests
- Provide a sample or practice test

#### **Tests: Modifications**

- Grade spelling separately from the content
- Allow take-home or open-book tests Provide a vocabulary list with definitions
- Provide possible answers for fill-in-the-blank sections

#### **Math: Accommodations**

- Allow the student to use a calculator without penalty
- Provide fewer problems on a worksheet (such as 4 to 6 problems on a page)
- Use enlarged graph paper to help the student keep numbers in columns
- Provide a table of math facts for reference (unless testing math facts)
- Tape a number line to student's desk
- Read and explain story problems or break problems into smaller steps
- Use pictures or graphics

#### **Other Accommodations**

- Check progress and provide feedback often in the first few minutes of each assignment
- Provide structured assignments with lists for the student to cross off when finished
- Break long-term assignments into small, sequential steps with daily monitoring and frequent grading
- Allow use of sensory tools for those with sensory needs
- Use color-coded materials for each class

#### **Motivation**

- Activity choice
- Hands-on, multimodal activities
- Doable tasks
- Foster independence

- Student involvement in goal setting and assessment activities
- Choice to work with others or alone

### **Instructional Presentation**

- Relate to personal experiences
- Establish purpose or goals of lesson
- Activate prior knowledge
- Advanced organizers
- Build background knowledge of content or strategy
- Preteach vocabulary and review strategy
- Visual demonstrations, illustrations, models

### **Modifications and Accommodations for LEP Students**

- provide many visual cues, such as pictures, videos, field trips, picture books, and demonstration lessons, to aid understanding.
- Learn the backgrounds of LEP students and plan a lesson that is both culturally and linguistically appropriate.
- Group students flexibly, in small groups based on individual or group interests as well as instructional need or ability.
- Give clear, simple directions to LEP students. Ask them to retell, in their own words, what you are asking them to do before they attempt a task.
- Provide background information and examples that support the content for each lesson..
- Paraphrase information and main ideas.
- Reorganize and reinforce information.
- Build background information through brainstorming; semantic webbing; use of maps, photos, and illustrations; and use of the KWL strategy.
- Simplify language for presentation. Teachers can use “sheltered English,” in which they make content-specific language more comprehensible for LEP students by using short, simple syntactic structures; introducing one concept presentence; limiting structures to one tense; using the active
- Develop content area vocabulary. Vocabulary specific to the content area may be developed through various activities, including the following:
  - starting a picture dictionary or word bank;
  - teaching the vocabulary appropriate to a given subject before introducing the content;
  - reviewing and reinforcing the vocabulary during the content activities;
  - labeling objects in the classroom;
  - taping vocabulary words in context so that students learn to recognize the words;
  - using realia (actual objects, such as a variety of foods or textures) as tools for teaching so that vocabulary becomes real and tangible; and
  - encouraging students to use a dictionary to learn or confirm word meanings.
- Close-captioned video or TV
- Computer programs
- Teacher-made adaptations, outlines, and study guides
- High interest/low-reading-level content materials
- Books with audio tapes

### **Modifications and Accommodations for G & T Students**

Adaptive strategies for the exceptionally able student. These include:

- Interdisciplinary and problem-based assignments
- Advanced, accelerated, or compacted content



- Abstract and advanced higher level thinking
- Allowance for individual student interests
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Variety in types of resources
- Community involvement
- Internship, mentorship, and apprenticeship

### **3 types of program modifications:**

Accelerated movement through the instructional program

- Flexible pacing may allow students to participate based on their ability to be challenged as well as their ability to handle the work assignments
- Content acceleration allows a student to participate at a higher grade level
- via compacting (also known as telescoping) which allows a student to cover the curriculum in a shorter period of time. Previously mastered content is pre evaluated and eliminated from coursework
- Multi-age classrooms allow a student to accelerate through self-pacing.

Enrichment

- Well articulated assignments that require cognitive processing, in-depth content, well-defined skills, and alternate modes of communication can be effective and stimulating.
- Can include alternate learning activities. Alternate assignments provide students with opportunities to engage in new learning and avoid the boredom of repetitive practice.
- Students can be encouraged to pursue independent study, self-directed research projects carefully monitored by the teacher. Research can be conducted using materials from a more advanced level or from college libraries, businesses, laboratories, and community agencies. Every student should be challenged to think intuitively, using higher order thinking skills such as analysis, synthesis, and evaluation.

Grouping students of like-ability together in homogeneous arrangements (e.g., special classes, clustering in the same classroom) allows for more appropriate, rapid, and advanced instruction without isolating the exceptionally able student.

- Flexible grouping in the regular classroom enables the exceptionally able student to develop advanced skills and provides the student with time for advanced work and independent study.
- Students may be grouped in self-contained classes with other exceptionally able students