

**Bi-Borough  
Social Studies Curriculum  
2015  
Grades K-6**



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GRADE LEVEL	<b>BI-DISTRICT SOCIAL STUDIES CURRICULUM</b>			
<b><u>KINDERGARTEN</u></b>	Self and Family	Elements of a Community	Geography	History, Culture and Perspective
<b><u>FIRST</u></b>	Elements of a Community	Maps and Geography		History, Culture and Perspective
<b><u>SECOND</u></b>	Elements and Types of Communities	Formation of an American Identity	Maps and Geography	Cultures and Perspectives of the World
<b><u>THIRD</u></b>	Geography	Formation of an American Identity	Citizenship and Government	Cultures and Perspectives of the World
<b><u>FOURTH</u></b>	Geography	Native Americans	New Jersey	Birth of a Nation
<b><u>FIFTH</u></b>	Exploration of North America	Colonization of North America	Causes of the American Revolution	American Revolution, Constitution & Bill of Rights
<b><u>SIXTH</u></b>	The Evolution of America	American Expansion	Economic Development	Civil War/Reconstruction Period
<b><u>ADDENDUM</u></b>				

**BY THE END OF KINDERGARTEN  
UNIT ONE: SELF AND FAMILY**

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**STATE STANDARDS**

**Social Studies**

- 6.1.P.B.1** Describe characteristics of oneself, one’s family, and others
- 6.1.P.D.2** Demonstrate and understanding of family roles and traditions
- 6.1.P.D.3** Express individuality and cultural diversity (through dramatic play)
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community

**21<sup>st</sup> Century**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

**Technology**

- 8.1.2.A.2** Understand how to use digital tools to enhance creativity and innovation

**BIG IDEAS/COMMON THREADS**

Students are active, informed citizens and contributing members of different types of communities.

**ENDURING UNDERSTANDINGS**

Families are communities where we learn about roles and responsibilities.

**ASSESSMENTS**

- Teacher Observation
- All About Me Poster
- Make a list book about things they like
- Family portrait of people that live in their house

## ESSENTIAL QUESTIONS

- Why is it important for all students to learn about themselves and their role within their family?
- Why is it important for students to understand differences amongst people, family structure, and customs?

## UNIT OBJECTIVES

Students will be able to...

- Understand that each person is unique in physical characteristics, ideas, abilities, interests, and preferences
- Understand that family members work together.
- Understand that family units throughout the world are similar despite the differences in customs and appearances
- Understand that the Pledge of Allegiance is a symbol of loyalty to our country

## SUGGESTED LEARNING ACTIVITIES

- Play a game to meet new friends
- Create a class graph (i.e. siblings, pets, birthdays, etc.)
- Create a self-portrait
- Create a list book or collage of things they like
- Make friendship fish (i.e. NYSTROM Activity #4, p.17-18)
- Create a family portrait to identify members of a family
- Make a Home Book (i.e. NYSTROM Activity #6 p. 27)
- Contact family members to gather information
- Recite the Pledge of Allegiance daily
- Through *Zippy* program, gain a cultural perspective to communicate respect and resolve conflicts
- Use Google docs to create a card for a family member
- Apply the lessons of the book *One* to learn to act together
- Apply the lessons from *Linus the Minus* to not take things from others

## RESOURCES

- Block Buddies
- All About Me Posters
- Fathers, Mothers, Sisters, Brothers by Mary Ann Hoberman
- Families by Gail Saunders-Smith
- What if Everyone Did That? By Ellen Jevernick
- The Bag I'm Taking to Grandma's by Shirley Neitzel
- Exploring Where and Why –NYSTROM
- Brain Pop
- Let's Find Out

**BY THE END OF KINDERGARTEN**  
**UNIT TWO: ELEMENTS OF A COMMUNITY**

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**STATE STANDARDS**

**Social Studies**

**6.1.P.B.2** Identify, discuss, and role-play the duties of a range of community workers.

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

**21<sup>st</sup> Century**

**9.2.4.A.1** Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices

**9.2.4.B.1** Promoting financial responsibility related to prioritizing between wants and needs, financial planning, savings, investment, and charitable giving

**9.2.4.E.1** Understand what it means to be a responsible consumer and the factors to consider when making consumer decisions

**9.2.4.F.1** Understand the positive impact of civic and financial contributions on community development as it relates to philanthropy, volunteer services, and charitable contributions

**9.2.4.G.1** Understand ways to manage financial risks

**Technology**

**8.1.2.A.2** Understand how to use digital tools to enhance creativity and innovation

**BIG IDEAS/COMMON THREADS**

Everyone is a part of a bigger community and deserves to be treated fairly and respectfully.

**ENDURING UNDERSTANDINGS**

- Communities are made up of people who have different roles and responsibilities.
- Families and classrooms are types of communities, and everyone has a different role and responsibility.

- All communities have structures and rules in place to ensure fairness and equality.
- Wanting something and needing something are different things.

## **ASSESSMENTS**

- Teacher Observation and Questioning
- What do you want to be when you grow up? Draw a picture and write about it.
- Wants vs. Needs activity page
- Create list of classroom rules

## **ESSENTIAL QUESTIONS**

- Why are communities important to people?
- What are some examples of community helpers?
- How is our classroom like a community?
- What are some examples of how to be an active citizen?
- What is the difference between a want and a need?

## **UNIT OBJECTIVES**

Students will be able to...

- Understand that a community is a place where a group of people live
- Identify common community helpers.
- Recognize that all communities need helpers to succeed.
- Recognize that community helpers exist in world communities.
- Identify that our classroom is a type of community
- Identify principles of shared responsibility, fairness, and equality
- Identify that communities share rules.
- Classify places in town as places to live, places to buy things, and places to get help
- Identify examples of citizenship in a classroom community
- Recognize ways to be an active citizen
- Recognize and respond to violations of human rights
- Identify wants vs. needs.

## **SUGGESTED LEARNING ACTIVITIES**

- Create/review class set of rules
- Utilize classroom jobs
- Play Town Bingo (NYSTROM Activity #7, page 53-54)
- Create a classroom store to practice buying and selling goods (NYSTROM, p.57)
- Classify items as a want or a need (NYSTROM p.56)
- Making a 'Needs' collage (NYSTROM p.26)
- Make an Emergency Phone Book

- Play a memory game to match workers with their worksite (NYSTROM, p.67-70)
- Role play how to help others stop bullying (i.e. Zippy)
- Learn about the jobs of different community members
- Earn rewards and avoid consequences in the class behavior management system
- Follow rules on taking care of school supplies
- Be aware of minimizing the food you waste during lunch and snacks
- Participate in food drives and box top fundraisers
- Read *A Chair for My Mother*

## RESOURCES

- Block Buddies
- Classroom Rules
- What Do We Need? By Trisha Callella
- A Chair for My Mother by Vera B. Williams
- Those Shoes by Maribeth Boelts
- At Work – Mondo big book
- Knuffle Bunny- Mo Willems
- Exploring Where and Why- NYSTROM
- You Tube Community Helpers videos
- Brain Pop
- Let's Find Out- Scholastic
- Community Helpers books

# **BY THE END OF KINDERGARTEN UNIT THREE: GEOGRAPHY**

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## **STATE STANDARDS**

### **Social Studies**

**6.1.P.B.1** Develop an awareness of the physical features of the neighborhood/community.

### **21<sup>st</sup> Century**

**9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems

### **Technology**

**8.1.2.A.2** Understand how to use digital tools to enhance creativity and innovation

## **BIG IDEAS/COMMON THREADS**

Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.

## **ENDURING UNDERSTANDINGS**

- Maps and globes are visual representations of places.
- New Jersey is located in North America next to the Atlantic Ocean.

## **ASSESSMENTS**

- Teacher Observation
- Daily Geography
- Locate North America and South America on a map
- Color a map of North America and South America using accurate colors to depict land and water (green for land and blue for water)
- Recite address

## **ESSENTIAL QUESTIONS**

- Why is it important for all students to learn about the world?
- What is a map/globe and how do we use them?

## **UNIT OBJECTIVES**

Students will be able to...

- Understand the concept that the earth is a sphere and made up of land and water and surrounded by air
- Identify and define models



- Recognize that a globe is a model of the earth and a map is another representation of the earth.
- Identify and draw map symbols
- Describe characteristic of rivers, oceans, mountains, and cities
- Determine directions from a given point in the classroom using the words North, South, East, and West (hang up in classroom)
- Identify and verbalize their home address (street, town, state, zip)
- Identify basic tenets of urban vs. suburban communities (city vs. farm)

## **SUGGESTED LEARNING ACTIVITIES**

- Find and identify models of maps throughout the classroom
- Locate different places on a map
- Locate the USA on a map (NYSTROM p. 117)
- Map Puzzle (NYSTROM 117-118)
- Locate New Jersey on a map
- Draw/create a map of the classroom (NYSTROM p. 102)
- Draw/create a map of the community (NYSTROM p. 101)
- Create a Map Symbols book (NYSTROM p. 111-112)
- Play Town Bingo (NYSTROM p. 53-54)
- Play Yes/No game for what you would find on a farm (NYSTROM p. 80)
- Town/Farm alphabet book (NYSTROM p. 85-86)
- Earth Books

## **RESOURCES**

- Jumbo Atlas
- World Map
- Word Bird Builds a City by Jane Belk Moncure
- As the Crow Flies by Gail Hartman
- My Map Book by Sara Fanelli
- In the Small, Small Pond by Denise Fleming
- Me on a Map- Joan Sweeney

**BY THE END OF KINDERGARTEN**  
**UNIT FOUR: HISTORY, CULTURE, AND PERSPECTIVE**

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**STATE STANDARDS**

**Social Studies**

- 6.1.P.D.3** Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community.
- 6.1.4.D.4** Explain how key events led to the creation of the United States and the state of New Jersey
- 6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.17** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.3.4.A.3** Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions

**21<sup>st</sup> Century**

- 9.2.4.B.1** Promoting financial responsibility related to prioritizing between wants and needs, financial planning, savings, investment, and charitable giving.

**Technology**

- 8.1.2.A.2** Understand how to use digital tools to enhance creativity and innovation

**BIG IDEAS/COMMON THREADS**

People have the right to be treated fairly, regardless of their culture. This is worth fighting and sacrificing for.

**ENDURING UNDERSTANDINGS**

Symbols of our country represent what America means.  
America is made up of people from different countries, and we should respect the culture, traditions, and holidays of all people.

## **ASSESSMENTS**

- Mini-Books
- Teacher Observation and Questioning
- Role-Plays

## **ESSENTIAL QUESTIONS**

- How does culture influence a community?
- What are important historical symbols and holidays of the United States?
- What were the key events that led to the creation of the United States?
- What is bullying, and how can we prevent it?

## **UNIT OBJECTIVES**

Students will be able to...

- Understand and explain the key events that led to the creation of the United States
- Identify historical symbols, monuments, and holidays and their impact on American identity
- Describe how stereotyping and prejudice can lead to conflict
- Identify actions that are considered bullying and ways to prevent them
- Learn about and respect other cultures in the classroom and community
- Explain how culture is expressed through behavior and celebrations

## **SUGGESTED LEARNING ACTIVITIES**

- Participate in role playing activities designed to teach ways to stop bullying
- Identify the United States on a map
- Make a US Map Puzzle (NYSTROM p. 118)
- Find and identify US symbols (flag, eagle, Statue of Liberty, Liberty Bell, etc.) in Jumbo Atlas
- Create a class list of US symbols (flag, eagle, Statue of Liberty, Liberty Bell, etc.)
- Watch BrainPopJr. video on US symbols
- Complete mini-books on US symbols and historical figures
- Discuss cultures of students in the classroom
- Learn about winter holidays and discuss holiday traditions (Holiday Lights mini book)
- Identify things you are thankful for
- Understand the meaning behind celebrations like Thanksgiving and Martin Luther King Day
- Use Wordless to depict words related to different holiday celebrations

## RESOURCES

- Second Step
- Scholastic News
- Let's Find Out
- Read Aloud Picture Books
- BrainPopJr.: US Symbols, George Washington, Abraham Lincoln
- O, Say Can You See? America's Symbols, Landmarks, and Important Words by Sheila Keenan
- All of the Colors of the Earth by Sheila Hamanaka
- Children Just Like Me by Barnabas and Anabel Kindersley
- Everybody Cooks Rice- Norah Dooley
- Throw Your Tooth on the Roof- Selby Beeler
- Yoko- Rosemary Wells
- Exploring Where and Why -NYSTROM

**BY THE END OF FIRST GRADE  
UNIT ONE: ELEMENTS OF A COMMUNITY**

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**STATE STANDARDS**

**Social Studies**

- 6.1.P.A.1** Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2** Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3** Demonstrate appropriate behavior when collaborating with others.
- 6.1.4.A.1** Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.3** Determine how “fairness”, “equality, and the “common good” have influence change at the local and national levels of United States government.
- 6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present to violations of fundamental rights.
- 6.1.4.C.2** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

**21<sup>st</sup> Century Skills**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve the problems
- 9.1.4.C.1** Collaborate in teams that allow groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.A.1** Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices

- 9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, savings, investment and charitable giving

## **Technology**

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing programs
- 8.1.2.D.1** Practice cyber safety
- 8.1.2.A.4** Understand how to create simple spreadsheets and interpret information

## **ASSESSMENTS**

- Teacher observation of students' citizenship in the classroom.
- Students identify rules and laws, equality, and needs and want on paper and pencil assessment.
- Students use a Venn diagram to compare two different communities (shown in pictures).
- 'Wants' and 'Needs' sort

## **ESSENTIAL QUESTIONS**

- How do communities differ?
- What is the role of a citizen in the classroom and community?
- Why are rules and laws important for people to follow?
- What are the principles of responsibility, fairness, and equality in the community?
- What happens when people violate their fundamental rights?
- What is the basic difference between a need and want?

## **UNIT OBJECTIVES**

Students will be able to...

- Identify similarities and differences between families in our community and other communities around the world.
- Recognize the role and responsibilities of a citizen in the classroom and in the community.
- Explain why rules and laws are important and why citizens need to follow them.
- Explain a community's responsibility and need for fairness and equality.
- Define fairness and equality in the classroom and in the community.
- Identify responses to violations of fundamental rights.
- Discuss what happens when people violate their fundamental rights.
- Discriminate between a want and need.
- Explain that families make choices to satisfy needs.

## **SUGGESTED LEARNING ACTIVITIES**

- Direct instruction and discussion of roles and responsibilities of citizens.
- Students interview a parent, grandparent, police officer, etc. and learn about their job
- Students navigate through different communities on the SMART board and in their Block Buddy Atlas to compare different communities.
- Role playing of rules and laws that are broken in the community and classroom
- Direct instruction using SMART board lesson to explain the difference between a want and a need
- Students find things around their house that they want vs. need
- Students sort pictures of want vs. needs
- Students learn how members of a community solve problems
- Work in teams to gather information about topics
- Read about different factors effecting different cultural and urban communities
- View videos clips on related topics from different websites
- Use individual behavior charts and self-reflection sheets to monitor student behavior
- Students learn the academic requirements and pay scales for different community members
- Students engage in fund raising activities to help the community
- Use digital tools appropriately, to enhance learning
- Practice safe care of technology equipment
- Chart weather and use graphs to display data

## **RESOURCES**

- Block Buddy Atlas
- First Grade Studies Weekly- Communities
- [http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3\\_u1/](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u1/)
- <http://exchange.smarttech.com/details.html?id=946de9de-0f3a-4a2c-9ae4-b4b31dae6606>
- Exploring Where and Why - NYSTROM

**BY THE END OF FIRST GRADE  
UNIT TWO: GEOGRAPHY**

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**STATE STANDARDS**

**Social Studies**

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

**6.1.4.B.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.

**21<sup>st</sup> Century Skills**

**9.1.4.C.1** Collaborate in teams that allow groups to achieve common goals with greater efficiency

**9.1.4.E.1** Integrate digital media to enhance communication

**9.1.4.F.1** Promote ethical behavior and accountability

**Technology**

**8.1.2.A.1** Understand how to use digital tools for appropriate applications

**8.1.2.A.2** Understand how to use word processing programs

**8.1.2.D.1** Practice cyber safety

**ASSESSMENTS**

- Identify North America, United States, New Jersey, land and oceans on a map
- Identify directions using a Compass Rose
- Use a map key to understand a simple map

**ESSENTIAL QUESTIONS**

- What view does a map show?
- How do maps and globes show real places in the world?
- How can you see the whole world at once?
- Where is your continent?
- Why do we need directions on a map?



## **UNIT OBJECTIVES**

Students will be able to...

- Distinguish between a U.S. map and a world map
- Identify North, South, West, and East on a world map
- Follow directions by tracing simple routes on a map
- Identify a globe as a model of the earth
- Distinguish between land and water on the map
- Name and locate your continent, country, and state on a map

## **SUGGESTED LEARNING ACTIVITIES**

- Direct instruction of different map views.
- Students sort map views of ground and bird's eye view.
- Students draw representations of real things on maps: rivers, lakes, mountains, capital cities, boundaries
- Direct instruction of globe vs. map.
- Students locate North America and USA on both.
- Students identify North America as the continent we live on.
- Students identify USA, Mexico, and Canada as countries in North America.
- Students use different size circles to model areas of North America, to USA, to New Jersey, to their borough, to their house.
- Use Venn Diagram to compare River Edge and New York City
- Create a compass rose and identify directions
- Work in teams to gather information about topics
- View videos clips on related topics from different websites
- Use individual behavior charts and/or self-reflection sheets to monitor student behavior
- Use digital tools appropriately, to enhance learning
- Practice safe care of technology equipment

## **RESOURCES**

- Block Buddy Atlas
- [http://exchange.smarttech.com/search.html?q=map+skills&subject=Social+Studies&grade=Grade+1&region=en\\_US](http://exchange.smarttech.com/search.html?q=map+skills&subject=Social+Studies&grade=Grade+1&region=en_US)

**BY THE END OF FIRST GRADE**  
**UNIT THREE: HISTORY, CULTURE, PERSPECTIVE**

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**STATE STANDARDS**

**Social Studies**

- 6.1.4. D.13** Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.4** Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5** Relate key historical documents (i.e. the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.6** Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.17** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

**21<sup>st</sup> Century Skills**

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allow groups to achieve common goals with greater efficiency
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.E.1** Understand what it means to be a responsible consumer and factors to consider when making consumer decisions

**Technology**

**8.1.2.A.1** Understand how to use digital tools for appropriate applications

**8.1.2.A.2** Understand how to use word processing programs

**8.1.2.D.1** Practice cyber safety

## **ASSESSMENTS**

- Teacher observation
- Students prepare a Google Doc on a historical leader, monument, or symbol and their contributions to the United States.
- Students collaborate and prepare an anti-bullying letter for incoming first grade students.

## **ESSENTIAL QUESTIONS**

- What are customs and holidays that are celebrated in cultures throughout the world?
- What are some of the key events that led to the creation of our country?
  - What historical documents led to the development of our country?
  - Who were some important leaders that helped with the development of our country and government and what contributions did these leaders make?
  - What historical symbols, monuments, and holidays are important to our country's history?
- What are some actions we can take to stop bullying in our school and community?

## **UNIT OBJECTIVES**

Students will be able to...

- Identify important customs and holidays celebrated by their families and different cultures throughout the world.
- Explains some of the keys events that led to the creation of the United States.
  - Separation from England
  - Colonization
  - Revolutionary War
- Identify different historical documents that led to the development of the United States.
  - Mayflower Compact
  - Declaration of Independence
  - Constitution

- Recognize some important historical leaders and their contributions to the United States and government.
  - George Washington
  - Ben Franklin
  - Thomas Jefferson
- Identify important historical symbols and monuments and why they are important to our country (American flag- stars and stripes, eagle, Statue of Liberty, Mount Rushmore, Washington monument, Liberty Bell)
- Identify important holidays and why they are important to our country (MLK's birthday, President's day, Veteran's day, Independence Day, 9/11 Remembrance, Columbus Day, Flag Day, Memorial Day)
- Collaborate with a group of students to form and create an action plan to stop bullying in our school and community

## **LEARNING ACTIVITES**

- Direct instruction and read alouds explaining key events to the creation of the United States
- Students learn about George Washington and other historical figures and write about one contribution they did for our country
- Create mini book on the Declaration of Independence
- Create a mini book on the Constitution
- Identify the importance of American holidays celebrated throughout the year
- Identify important American monuments and symbols and create GoogleDoc presentation about one to share with the classroom
- Role play and/or letter writing regarding bullying situations
- Multicultural dolls- Students will learn about different cultures with family representatives.

## **RESOURCES**

- Character Education Program
- 'American Symbols' Informational Packet, select pages
- 'Happy Birthday USA' Informational Packet

**BY THE END OF SECOND GRADE**  
**UNIT ONE: ELEMENTS AND TYPES OF COMMUNITIES**

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**STATE STANDARDS**

**Social Studies**

- 6.1.4.A.1** Explain how rules and laws created by a community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.3** Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.B.4** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.10** Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- 6.1.4.C.1** Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.
- 6.1.4.C.2** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.3** Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.4** Describe how supply and demand influence price and output of products.
- 6.1.4.C.10** Explain the role of money, savings, debt, and investment in individuals’ lives.
- 6.1.4.C.11** Recognize the importance of setting long-term goals when making financial decisions within the community.
- 6.3.4.A.1** Evaluate what makes a good rule or law.

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

### **21<sup>st</sup> Century Skills**

- 9.1.4.F.1** Promote ethical behavior and accountability

- 9.2.4.G.1** Understand ways to manage financial risk

### **Technology**

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications

- 8.1.2.A.2** Understand how to use word processing programs

- 8.1.2.E.1** Use information gathered through digital tools to assist in generating solutions and making decisions

## **BIG IDEAS/COMMON THREADS**

Knowledge of the facets that combine to construct a community and its culture is essential in order for learners to become active, informed citizens and contributing members of their local, state, national, and global communities today and in the future.

## **ENDURING UNDERSTANDINGS**

- Communities are places and the people who live and work there.
- Communities are founded on/by certain varying constructs such as laws, geography, economy, and culture; thus, communities are different from one another.
- Community members have vital roles and responsibilities that contribute to the function and well-being of a community.

## **ESSENTIAL QUESTIONS**

- What is a community?
- What are the goals of rules and laws within a community?
- What are the three different types of communities?
- What specific cultural differences are found in each type of community?
- How does geographic location affect where and how people live and work?
- What are the unique jobs of different members of each specific community?
- What is the importance of money in a community?
- What are goods and services?

- How do the concepts of supply and demand affect costs of goods and/or services?
- What are the roles of producers and consumers?
- Why are long-term goals and short-term goals important to individuals and communities?

## **ASSESSMENTS**

- Teacher Observations
- Quiz / Test
- Student project comparing and contrasting the 3 types of communities

## **UNIT OBJECTIVES**

Students will be able to...

- define a community as a place and the people who live and work there
- explain that rules and laws are made and enforced to ensure fairness and equality for everyone
- discuss that rules and laws are good when they:
  - look out for the common good
  - protect everyone's rights
  - keep everyone safe
  - keep everyone's belongings safe
  - enable everyone to have what they need to live
  - give consequences to those who choose to break the rules and laws
- understand that rules and laws are important for communities to have because they protect the common good and help make communities peaceful and productive
- distinguish between wants and needs of an individual and of the community as a whole
- name the three types of communities: suburban, rural, and urban
- discuss the characteristics of each of the three types of communities by focusing on:
  - location
  - population
  - types of housing
  - placement of homes
  - types of transportation
  - common jobs/community helpers
  - shopping opportunities/store availability
  - leisure activities
  - culture
- locate and name the example of a suburban, rural, and urban community on a map of the United States

- explain how geographic location has helped define each community to be what it is
- understand why money is an essential part of a community's productivity and progress
- relate a school or home 'Token Economy' (sticker, ticket, marble, etc.) to how the economy in real world communities works
- distinguish between goods and services
- explain that a producer makes something and a consumer buys it or uses it
- discuss the reasons why supply and demand determine the cost of goods and services
  - when there is an abundance of goods or a particular service, cost is low
  - when there is weak/no demand for a particular good or service, cost is low
  - when there is a scarcity of goods or a particular service, cost is high
  - when there is high demand for a particular good or service, cost is high
- describe how the incentive of money (or tokens, stickers, tickets) can be used to make people try better or work harder
- explain that personal goals are for oneself; they usually benefit one person or his/her immediate family. Community goals, in contrast, benefit the community as a whole, not just an individual
- understand that a long-term goal is one that has delayed gratification (like becoming a professional baseball player) and a short-term goal has more immediate results (like finishing a book by the end of the week)
- explain how saving money is an example of a long-term goal and why it is beneficial

## **SUGGESTED LEARNING ACTIVITIES**

- Locate different types of communities (suburban, rural, urban) on a map of the US
- Illustrate and label the three different types of communities being sure to include geographical differences and cultural differences in the picture
- Complete Venn Diagrams or other graphic organizers to compare and contrast the three types of communities
- reinforce positive behavior by earning rewards
- Understand the role of banks in a community
- Use digital tools to write in various text formats, do research, add images, and create slides



## RESOURCES

Suggested Texts:

***What is a Community? From A to Z*** by Bobbie Kalman  
***Farm Community*** (Neighborhood Walk) by Peggy Pancella  
***City Community*** (Neighborhood Walk) by Peggy Pancella  
***Suburban Community*** (Neighborhood Walk) by Pancella  
***Living in Suburban Communities*** by Kristin Sterling  
***Living in Urban Communities*** by Kristin Sterling  
***Living in Rural Communities*** by Kristin Sterling  
***Ox-Cart Man*** by Donald Hall

### Suggested Websites:

Google maps

<http://www.brainpopjr.com/socialstudies/communities/ruralsuburbanandurban/preview.weml>

[www.eduplace.com/kids/socsci/books/applications/images/maps/g3\\_u1/](http://www.eduplace.com/kids/socsci/books/applications/images/maps/g3_u1/)

[www.slideshare.net/clturman/community-types-urban-rural-and-suburban](http://www.slideshare.net/clturman/community-types-urban-rural-and-suburban)

[http://teacher.scholastic.com/lessonrepro/k\\_2theme/communities.htm](http://teacher.scholastic.com/lessonrepro/k_2theme/communities.htm)

<http://www.superteacherworksheets.com/communities.html>

<https://www.havefunteaching.com/worksheets/social-studies-worksheets/community-worksheets>

<https://sites.google.com/a/solteacher.com/olteacher-com/home/second-grade-virginia-sol-resources/social-studies/SOL-2-3-community>

[pbskids.org/itsmylife/game/mad\\_money\\_flash.html](http://pbskids.org/itsmylife/game/mad_money_flash.html)

<http://www.superteacherworksheets.com/economics.html>

### Other:

**Individual dry-erase student maps of the United States**

**BY THE END OF SECOND GRADE**  
**UNIT TWO: FORMATION OF AN AMERICAN IDENTITY**

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**STATE STANDARDS**

**Social Studies**

- 6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.D.2** Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.12** Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.14** Trace how the American identity evolved over time.
- 6.1.4.D.15** Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4.D.17** Explain the role of historical symbols, monuments, and holidays, and how they affect the American identity.

**21<sup>st</sup> Century Skills**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.F.1** Promote ethical behavior and accountability

**Technology**

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications

**8.1.2.A.2** Understand how to use word processing programs

**8.1.2.E.1** Use information gathered through digital tools to assist in generating solutions and making decisions

## **BIG IDEAS/COMMON THREADS**

Hardships in and challenges to a particular way of life can inspire people to overcome such adversities by seeking/creating new possibilities that are better-suited for their lifestyles.

## **ENDURING UNDERSTANDINGS**

- Europeans, like Christopher Columbus, the Pilgrims, and others, faced various difficulties that lead them to seek a new life in The New World.
- America was seen as the land of opportunity where endless possibilities were achievable as long as a person was determined and willing to work hard.
- The American Ideal and Identity was first created and embodied by explorers (Columbus) and early settlers (Pilgrims).

## **ESSENTIAL QUESTIONS**

- Who is given credit for discovering The New World and what holiday is associated with this?
- Why did Columbus decide to take his journey and did he have any obstacles/challenges?
- How did the differences between Columbus and the Native Americans cause conflict between them?
- Who were the first people to settle in America and why did they come?
- How did interactions between the Pilgrims and Native Americans display their unique cultures and how did they celebrate their differences and learn to cohabitate?
- What did America represent for people who left to start a new life? What were they hoping for in America?
- What folklore characters (i.e. Johnny Appleseed & Paul Bunyan) epitomize the American Dream?

## ASSESSMENTS

- Teacher Observations
- Paper and Pencil Assessment
- Student presentations explaining Christopher Columbus' or the Pilgrims' importance and what they each stand for today (i.e. Reader's Theatre)

## UNIT OBJECTIVES

Students will be able to...

- identify who the explorer Christopher Columbus was
  - when and where he came from
  - why he wanted to go on his expedition
  - what he was trying to find during his voyage
  - why he was not supported by everyone
  - what were some obstacles he faced
  - what he really discovered
  - why his discovery was so important
- describe how Columbus' culture was different from the Native Americans' he met
- explain why the Native Americans' culture and Columbus' European culture may have caused problems for both sides
- describe the symbols that are associated with Christopher Columbus (i.e. the Nina, Pinta, Santa Maria, and Columbus' tricorn)
- understand why Columbus Day is recognized as a National Holiday in America
- identify the Pilgrims as the first settlers of America,
  - when and where they came from,
  - what they wore
  - how many of them traveled,
  - why they chose to leave Great Britain,
  - how they traveled to the New World,
  - where they landed,
  - why their first winter was so terrible,
- describe how the Native Americans and Pilgrims had very different cultures
- explain how the Native Americans helped the Pilgrims after their first winter
- describe the symbols associated with the Pilgrims
- explain why the symbols of the Mayflower, Plymouth Rock, the Mayflower Compact, harvest time, and customary Thanksgiving items have become important by talking about what they represent for Americans
- understand why Thanksgiving is recognized as a National Holiday in America
- recognize that people (like Explorers, Pilgrims, Puritans, frontiersmen, and other settlers) came to the New World for many different reasons:
  - religious freedom
  - land
  - adventure
  - gold

- trade
- rich farmland
- opportunity
- a new life
- explain that people were leaving Europe because they felt like their governments and churches were not allowing them to live life the way they wanted to
- describe the idea that America offered a “new start” and a “new life” to those who were leaving Europe
- relate the folklore characters and stories of Johnny Appleseed, Paul Bunyan, etc. to the “American Dream” that even early settlers believed: anything is possible, and determination and hard work always pay off

## **SUGGESTED LEARNING ACTIVITIES**

- Create a Venn Diagram comparing and contrasting Columbus to the Native Americans
- Write Columbus a letter explaining to him that he did not find a new route to the Indies and why he should be friends with the Native Americans he meets (class letters- point of view)
- Make a list of rules/laws that the Pilgrims may have come up with when they first started living in The New World
- Have students make posters/advertisements/brochure for The New World relaying the different things that people can find. (For example, one student could make a poster advertising that people should come to America for religious freedom.) \*Integrate technology
- Read Johnny Appleseed and Paul Bunyan and work in groups to explain why these stories embody the American Identity
- Create a Venn diagram comparing a Pilgrim child to a modern child
- First Thanksgiving class activity (i.e. Reader’s Theatre, role play, etc.)

## **RESOURCES**

Suggested Texts:

*My First Biography: Christopher Columbus* by Marion Dane Bauer

*Who Was Christopher Columbus?* by Bonnie Bader

*In 1492* by Jean Marzollo

*Sarah Morton’s Day: A Day in the Life of a Pilgrim Girl* by Kate Waters

*Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy* by Kate Waters

*What Was the First Thanksgiving?* By Joan Holub

*The First Thanksgiving* by Linda Hayward

*Squanto’s Journey: The Story of the First Thanksgiving* by Joseph Bruchac

Folktales: Johnny Appleseed, Paul Bunyan, etc.

*Thanksgiving Day* - Heinemann

## **Suggested Websites:**

Brain Pop

Discovery Ed

## **Suggested Websites:**

<http://www.nea.org/tools/lessons/columbus-day-grades-k-5.htm>

<http://www.superteacherworksheets.com/columbusday.html>

[http://www.internet4classrooms.com/links\\_grades\\_kindergarten\\_12/columbusday.htm](http://www.internet4classrooms.com/links_grades_kindergarten_12/columbusday.htm)

[http://www.bbc.co.uk/schools/primaryhistory/famouspeople/christopher\\_columbus/](http://www.bbc.co.uk/schools/primaryhistory/famouspeople/christopher_columbus/)

<http://www.superteacherworksheets.com/thanksgiving.html>

<http://www.nea.org/tools/lessons/thanksgiving-ideas-for-the-classroom-grades-6-8.html>

<http://www.plimoth.org/learn/just-kids>

[http://www.scholastic.com/scholastic\\_thanksgiving/](http://www.scholastic.com/scholastic_thanksgiving/)

<http://www.internet4classrooms.com/thanksgiving.htm>

<http://www.brainpop.com/educators/community/lesson-plan/johnny-appleseed-activities-for-kids/> <http://www.bestapples.com/kids/teachers/johnny.shtml>

<http://www.scholastic.com/teachers/lesson-plan/american-folktales-and-tall-tales>

**BY THE END OF SECOND GRADE  
UNIT THREE: MAPS AND GEOGRAPHY**

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**STATE STANDARDS**

**Social Studies**

- 6.1.4.B.1** Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.4** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.7** Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.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.

**21<sup>st</sup> Century Skills**

- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.E.1** Understand what it means to be a responsible consumer and the factors to consider when making consumer decisions

**Technology**

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing programs
- 8.1.2.E.1** Use information gathered through digital tools to assist in generating solutions and making decisions
- 8.1.2.A.4** Understand how to create a simple spreadsheet and interpret information

## **BIG IDEAS/COMMON THREADS**

Geographic understanding enables a perspective from which people, their behaviors, their communities, their culture, and their lifestyle can not only be analyzed, but respected and esteemed.

## **ENDURING UNDERSTANDINGS**

Reading and interpreting maps allows citizens to navigate and understand their community and others'.

## **ESSENTIAL QUESTIONS**

- Why are maps important?
  - How are some maps different than others?
  
- How do we read a map?
  - What tools are essential to help us use a map?
  - What are the cardinal and intermediate directions on a compass?
  - Where do we find the meaning of symbols on a map?
  - How are rivers, islands, mountains, peninsulas, oceans, and continents depicted on a map?
  - What is the symbol of a state, state capital, country, and country's capital?
  - What is the difference between a state boundary and a national boundary?
  
- What are the features of a world map?
  - What are the names and locations of the 7 continents on Earth?
  - What are the names and locations of the 5 oceans on Earth?
  - What is the equator?
  - Where are the North Pole, South Pole, and equator located on a map and globe?

## **ASSESSMENTS**

- Teacher Observations
- Paper and Pencil Assessment
- Students create a map of a room, complete with a key and symbols



## LESSON OBJECTIVES

Students will be able to...

- explain that maps are important because they help us to understand where particular places are located in comparison to others. They are also important because they are tools that help us to get around.
- describe how we read a map by looking at the keys, symbols and the compass
- define the cardinal directions as: North, South, East, and West, and the intermediate directions as: Northeast, Southeast, Northwest, and Southwest
- locate the seven continents and locate them on a map
- locate the five oceans and locate them on a map
- locate the North Pole, South Pole, and the Equator as an imaginary line that cuts the Earth in half
- locate the Northern, Southern, Eastern, and Western Hemispheres
- familiarize themselves with how mountains, rivers, islands, oceans, and continents usually look on a map
- name and locate our town, state, state capital, country, country's capital, and continent
- understand the difference between a state boundary and a national boundary
- notice that Mexico and Canada are the United States' neighbors and locate them on a map
- recognize that not all maps are the same; (For example- some maps can show weather, while others show geographical features, roads, natural resources, and/or populations of people or animals, that can be helpful in gaining more information about a place)

## SUGGESTED LEARNING ACTIVITIES

- Follow a map of the classroom or school to find something or complete a given task
- Complete a map by filling in the missing symbols or elements of the key
- Fill in a blank compass with the cardinal and intermediate directions
- Come up with a fun/silly sentence to remember the compass directions in order
- Locate and label the following things on a blank map of the world: the seven continents, the five oceans, the equator
- Work in groups to determine (when given a map of a location) what kind of community a particular place may have
- Locate and label our town, state, state capital, country, country's capital, and continent on a map
- Google Maps exploration

## RESOURCES

Suggested Texts:

**Map Skills Workbook**

**Scholastic Success with Maps (Grade 2)**

***Me on the Map* by Joan Sweeney**

**Rookie Read About Geography: Map Skills 4-Book Set**

**-*Map Keys* by Rebecca Olien**

**-*Looking at Maps and Globes* by Rebecca Olien**

***Geography from A to Z: A Picture Glossary* (Trophy Picture Books) by Jack Knowlton and Harriet Barton**

### Suggested Websites:

Google Maps

[www.dovewhisper.com/2nd\\_grade\\_mapskills.html](http://www.dovewhisper.com/2nd_grade_mapskills.html)

[www.superteacherworksheets.com/map\\_skills.html](http://www.superteacherworksheets.com/map_skills.html)

<http://web.compton.k12.ca.us/pages/departments/Curriculum/PDF/1stGradeSSUnit2.pdf>

<http://web.compton.k12.ca.us/pages/departments/Curriculum/PDF/2ndGradeSSUnit2.pdf>

<http://www.brainpopjr.com/socialstudies/geography/readingmaps/preview.weml>

<http://www.brainpopjr.com/socialstudies/geography/continentsandoceans/preview.weml>

<http://www.brainpopjr.com/science/land/landforms/preview.weml>

<https://www.havefunteaching.com/worksheets/social-studies-worksheets/map-worksheets>

<http://www.nea.org/tools/lessons/teaching-with-maps.html>

<http://www.internet4classrooms.com/3rdSocSt.htm>

Mapmaker- [Teacherled.com/resources/mapmaker/mapmakerload.html](http://Teacherled.com/resources/mapmaker/mapmakerload.html)

### Other:

**Individual dry-erase student maps of the United States**

Individual dry-erase student maps of the World

Blow-up globes

**BY THE END OF SECOND GRADE**  
**UNIT FOUR: CULTURES AND PERSPECTIVES OF THE WORLD**

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**STATE STANDARDS**

**Social Studies**

- 6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.15** Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4.D.16** Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**21<sup>st</sup> Century Skills**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.F.1** Promote ethical behavior and accountability

- 9.2.4.B.1 Promote financial responsibility related to prioritizing between wants and needs, financial planning, savings, investment, and charitable giving

### **Technology**

- 8.1.2.A.1 Understand how to use digital tools for appropriate applications
- 8.1.2.A.2 Understand how to use word processing programs
- 8.1.2.E.1 Use information gathered through digital tools to assist in generating solutions and making decisions

## **BIG IDEAS/COMMON THREADS**

The world is comprised of many different people who have varying beliefs, traditions, languages, and cultures because they come from diverse nations, governments, and geographic locations.

## **ENDURING UNDERSTANDINGS**

- Geographic location can and does impact the culture of a nation or a people within a nation.
- Learning about cultures that are different from our own helps us to be more respectful and accepting of others because we gain more perspective that enables us to put ourselves in someone else's shoes and try to understand their way of thinking.
- The world has many problems that can only be addressed, and hopefully eradicated one day, through the committed efforts of diverse people from around the world collaborating and compromising.

## **ESSENTIAL QUESTIONS**

- How are some nations around the world the same and/or different as the United States?
- What is culture and why is it important to learn, understand and expect about other cultures in the world?
- What are some cultures in the Eastern and Western Hemisphere?
- How is culture expressed by people through their actions, beliefs, clothing, stories, and hobbies?
- How are the various versions of the Cinderella story (and other folktales) a good display of different cultures' beliefs and traditions?

- How might a person’s beliefs, values, and traditions involve more than one culture?
- How can a person’s culture be impacted when they move from one country to another?
  - i.e. Why might immigrants keep their own cultural beliefs and traditions or why might they adopt new ones?
- How can one experience/event be interpreted differently by different people?
- What is a stereotype and how does prejudice lead to conflict between people?
- Why would unique perspectives from different cultures be helpful when trying to fix a conflict or solve a problem to make the world more peaceful?

## **ASSESSMENTS**

- Teacher Observations
- Paper and Pencil Assessment
- Slideshow created by each student about another culture

## **UNIT OBJECTIVES**

Students will be able to...

- describe similarities and differences that certain nations around the world share with the USA
- understand that world communities have many differences and similarities
- define culture as the beliefs, customs, and traditions of a community
- name cultures that are found in the Eastern Hemisphere (Asian, Indian, African, etc.)
- name cultures that are found in the Western Hemisphere (Mexican, American, Canadian, etc.)
- recognize that not everyone in a specific country or community has the same culture
- observe how culture is expressed through a person’s actions, beliefs, clothing, stories, and hobbies
- recognize that people in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions
- understand that people can assimilate aspects of various cultures
- be sensitive to the idea that when people move to a new country or into a new culture it is difficult; sometimes people hold strong to their beliefs and try not to change their traditions. While other times, people try to embrace new beliefs along with their old ones
- explain why it is important that we learn about other cultures in order to build tolerance and respect for differences because one person can impact another’s culture through his/her actions or words, both positively and negatively

- discuss how a lack of respect for differences could cause conflict between people and nations
- express how one event or experience could have multiple reactions/meanings depending on a person's cultural beliefs and traditions
- define a stereotype as a widely held, oversimplified, usually incorrect, vision of what a person of a particular gender, ethnicity, or religion is like
- understand that the more we know about others' cultures, the better we can work together to solve the problems in our world today; different perspectives are helpful when brainstorming solutions to conflicts

## SUGGESTED LEARNING ACTIVITIES

- Teacher models research techniques and comparative note taking skills by using the MODERN Egyptian culture and comparing/contrasting it to the MODERN American culture
- Students create Venn diagrams and fill in other graphic organizers to compare and contrast the American culture with various other cultures
- Research and write a nonfiction book or create a digital presentation about a MODERN culture found in the Eastern or Western Hemisphere. (Teachers: Choose 3 or 4 cultures, from each hemisphere, that children can choose from)
- Read different cultural interpretations of the Cinderella Story and understand how each unique story depicts the various cultural beliefs and traditions of the people it came from

## RESOURCES

Suggested Texts:

Various books about MODERN cultures in the Eastern and Western Hemispheres

***We're from Egypt* by Victoria Parker**

*Egypt: A Question and Answer Book* by Christine Webster

*EGYPT: The Culture* by Arlene Moscovitch

*EGYPT: The People* by Arlene Moscovitch

*EGYPT: The Land* by Arlene Moscovitch

***A Child's Introduction to the World: Geography, Cultures, and People- From the Grand Canyon to the Great Wall* by Heather Alexander and Meredith Hamilton**

***Throw Your Tooth on the Roof: Tooth Traditions from Around the World* by Selby Beeler and G. Brian Karas**

***Wish: Wishing Traditions Around the World* by Roseanne Thong and Elisa Kleven**

**Children from Around the World: A Multicultural Travel Adventure for Children** by C. Ingram ECE

***Exploring Our World- Student Edition* by McGraw-Hill Education**

**Suggested Websites:**

[www.timeforkids.com/around-the-world](http://www.timeforkids.com/around-the-world)

<http://www.culturecrossing.net/index.php>

<http://www.worldofcultures.org/1024/index.htm>

<http://www.ipl.org/div/cquest/>

<http://time.com/8515/hungry-planet-what-the-world-eats/>

<http://larryferlazzo.edublogs.org/2010/08/11/the-best-sites-for-learning-about-the-worlds-different-cultures/>

**BY THE END OF THIRD GRADE  
UNIT ONE: GEOGRAPHY**

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**STATE STANDARDS**

**Social Studies**

- 6.1.4.B.1** Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2** Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3** Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.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.

**21<sup>st</sup> Century Skills**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve the problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, savings, investment, and charitable giving

**Technology**

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.A.3** Understand how to use digital tools to create multimedia presentations
- 8.1.4.A.4** Understand how to create a simple spreadsheet and interpret information



## **BIG IDEAS/COMMON THREADS**

Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places, and the environment for problem-solving and historical thinking.

## **ENDURING UNDERSTANDINGS**

- Maps and globes help us understand geography.
- A map is made up of many features that help people with location, direction, and communication.
- Our world is made up of seven continents and five oceans.

## **ESSENTIAL QUESTIONS**

- Where is Spain located on the map?
- What direction did Columbus travel to America?
- What waterways did Columbus cross in his journey to America?
- What regions of the world are you familiar with?
- What are the seven continents and the five oceans?
- Why are maps and globes important?
- How are maps and globes used?
- What are the main features on a map?
- What are the cardinal and intermediate directions on a compass rose?
- How do you measure distance on a map?
- What are lines of latitude and longitude on a map or globe used for?

## **ASSESSMENTS**

- Teacher Observation
- Quizzes (blank compass rose-identify cardinal & intermediate directions, blank world map-identify seven continents & five oceans)
- Unit Assessments
- Create an imaginary map of a town, including a title, a map key, compass rose, roads/paths
- Create a brochure to go along with the map of the imaginary town

## **UNIT OBJECTIVES**

Students will be able to:

- Locate Spain on a map.
- Tell which direction Christopher Columbus traveled to America.
- Tell which waterways Christopher Columbus crossed in his Journey to America.
- Tell which regions of the world they are familiar with.

- Identify and locate the seven continents and five oceans on a map and a globe.
- Explain why maps and globes are important, and how they can be used to help people.
- Identify and use various features on a map (map key, compass rose, map scale).
- Understand the idea that map scales represent real distances between points on a map.
- Determine the distances between two given points on a map, using a simple scale.
- Follow a given route on a map, N, S, E, W, NE, SE, NW, SW.
- Differentiate their own town, state, country, and continent on a map or globe.
- Identify places on a simple map by following grid coordinates.
- Identify and understand the directional flow of lines of longitude and latitude.
- Become an expert through research on different regions of the world

## **SUGGESTED LEARNING ACTIVITIES**

- Use desktop maps and maps on the SmartBoard to identify continents and oceans.
- Practice using a compass rose.
- Create symbols for specific places on a map (ex. slide=playground).
- Practice using a map scale.
- Locate different places on a map, using coordinates (longitude & latitude).
- Draw/create a map of the classroom.
- Examine and evaluate conflict resolution strategies used in government and in events throughout history
- Participate in various fundraising and service learning projects throughout the year
- Use digital tools to create multimedia presentations and display data

## **RESOURCES**

- Desktop Maps
- Map Skills Book
- Blank Compass Rose
- Blank World Map
- BrainPOP Videos
- SmartBoard Longitude/Latitude Game:  
[http://www.abcya.com/latitude\\_and\\_longitude\\_practice.htm](http://www.abcya.com/latitude_and_longitude_practice.htm)
- Continents and Oceans SmartBoard Activities:  
[http://www.sheppardsoftware.com/World\\_Continents.htm](http://www.sheppardsoftware.com/World_Continents.htm)
- Using a Compass Rose:

- [http://www.sheppardsoftware.com/World\\_Continents.htm](http://www.sheppardsoftware.com/World_Continents.htm)
- National Geographic Map Games:
- [http://education.nationalgeographic.com/education/mapping/kd/?ar\\_a=5](http://education.nationalgeographic.com/education/mapping/kd/?ar_a=5)
- Discovery Education: <http://www.discoveryeducation.com/>
- Look for various Smartboard activities at: <http://exchange.smarttech.com/#tab=0>

**BY THE END OF THIRD GRADE**  
**UNIT TWO: FORMATION OF AN AMERICAN IDENTITY**

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**STATE STANDARDS**

**Social Studies**

- 6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.13** Describe the process by which immigrants become United States citizens.
- 6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.B.7** Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.D.2** Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3** Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- 6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.14** Trace how the American identity evolved over time.
- 6.1.4.D.17** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**21<sup>st</sup> Century Skills**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve the problems
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication

**9.1.4.F.1** Promote ethical behavior and accountability

**9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, savings, investment, and charitable giving

## **Technology**

**8.1.4.A.1** Understand how to use digital tools for appropriate applications

**8.1.4.A.3** Understand how to use digital tools to create multimedia presentations

**8.1.4.A.4** Understand how to create a simple spreadsheet and interpret information

## **BIG IDEAS/COMMON THREADS**

Violation of civil rights led to the emigration of people from their native country to America, which contributed to the evolution of the American identity.

## **ENDURING UNDERSTANDINGS**

- America was a land of opportunity, prosperity, and religious freedom for immigrants.
- Immigrants encountered many challenges during their journey to America.
- There are many historical symbols and monuments that represent the American identity.

## **ESSENTIAL QUESTIONS**

- What is an immigrant?
- What are some reasons why groups of people may have voluntarily, or involuntarily immigrated to America?
- What are some challenges that immigrants faced?
- How did the American identity evolve over time?
- What is the importance of historical symbols/monuments (Statue of Liberty, Eagle, Lincoln Memorial, Flag, etc.) related to the American identity?

## **ASSESSMENTS**

- Teacher Observation
- Quizzes
- Unit Assessments
- Create a poster or slideshow presentation about one historical symbol/monument in America.

## UNIT OBJECTIVES

Students will be able to:

- Identify who an immigrant is.
- Identify examples of civil rights, which were violated that led to the emigration of people from their native country to America.
- Discuss reasons why various groups of people voluntarily, or involuntarily immigrated to America.
- Identify challenges that immigrants faced. (i.e. language barriers, housing, employment, financial matters, biases)
- Discuss how the American identity evolved over time.
- Recognize and explain the importance of specific historical symbols and monuments in relation to the American identity.

## SUGGESTED LEARNING ACTIVITIES

- Read aloud and discuss *Journey To A New Land-An Oral History* by Kimberly Weinberger (big book from MONDO Reading series). Have students create a timeline of Elda's journey to America.
- Create a class chart of reasons why people left their native country to come to America.
- Create a T-Chart with benefits and challenges of coming to America.
- Create a class book of historical symbols and monuments (i.e. Liberty Bell, Flag, White House, Statue of Liberty, Eagle, Lincoln Memorial, etc.) in relation to the American Identity. (ideal for a group project)
- Students can work in small groups to research a specific historical symbol or monument in America and create a final project to share with the class.
- Examine and evaluate conflict resolution strategies used in government and in events throughout history
- Understand the different cultural perspectives of people coming through Ellis Island
- Examine the treatment of immigrants to our country
- Display posters of National symbols around the classroom or building
- Read Molly's Pilgrim. Follow up activity- Students create a paper doll depicting their heritage and present it to the class.
- Write a journal entry based on an immigrant voyage or initial experience in America.
- Virtual Ellis Island Tour
- Meet Young Immigrants (scholastic.com)
- Participate in various fundraising and service learning projects throughout the year

- Use digital tools to create multimedia presentations and display data (i.e. Discovery Board, Powerpoint, Google Slide Show)

## RESOURCES

- ***Journey To A New Land-An Oral History*** by Kimberly Weinberger (big book from MONDO Reading series)
- **\**The Name Jar*** by Yangsook Choi
- **\**Ellis Island*** by Elaine Landau
- **\**Coming To America: The Story Of Immigration*** by Betsy Maestro
- **\**O, Say Can You See? America’s Symbols, Landmarks, And Important Words*** by Sheila Keenan
- **Ben’s Guide to U.S. Government For Kids (Symbols)**  
<http://bensguide.gpo.gov/3-5/symbols/>
- BrainPOP Video: <http://www.brainpopjr.com/socialstudies/citizenship/ussymbols/>
- Patriotic Symbols: <http://www.superteacherworksheets.com/patriotic-symbols.html>
- Discovery Education: <http://www.discoveryeducation.com/>
- Look for various Smartboard activities at: <http://exchange.smarttech.com/#tab=0>
- Scholastic on-line activities
- [teacher.scholastic.com/activities/immigration/tour](http://teacher.scholastic.com/activities/immigration/tour)
- [teacher.scholastic.com/activities/immigration/young\\_immigrants](http://teacher.scholastic.com/activities/immigration/young_immigrants)
- Molly’s Pilgrim by Barbara Cohen
- Dreaming of America by Eve Bunting
- Naming Liberty by Jane Yolen
- The Blessing Cup by Patricia Polacco
- What Was Ellis Island by P Brennen Demuth
- What is the Statue of Liberty by Joan Holub
- If Your Name Was Changed on Ellis Island Ellen Levine
- A True Book – The Statue of Liberty, The American Flag, The Bald Eagle, Ellis Island, The National Anthem by Elaine Landau
- The American Symbols Series (Ellis Island by Terry DeGezelle)
- Meet Kirsten- American Girl

**BY THE END OF THIRD GRADE**  
**UNIT THREE: CITIZENSHIP AND GOVERNMENT**

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**STATE STANDARDS**

**Social Studies**

- 6.1.4.D.5** Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.6** Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.A.1** Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.4** Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
- 6.1.4.A.5** Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6** Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.7** Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.8** Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.11** Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.



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

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

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

### **21<sup>st</sup> Century Skills**

**9.1.4.A.1** Apply critical thinking and problem solving skills to solve the problems

**9.1.4.D.3** Integrate digital media to enhance communication

**9.2.4.A.1** Link educational achievement, career choice, and entrepreneurial skills  
To achieve a desired level of income and lifestyle choices

**9.2.4.A.4** Understand the role that taxes and employee benefits effect income

**9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, savings, investment, and charitable giving

### **Technology**

**8.1.4.A.1** Understand how to use digital tools for appropriate applications

**8.1.4.A.3** Understand how to use digital tools to create multimedia presentations

**8.1.4.A.4** Understand how to create a simple spreadsheet and interpret information

## **BIG IDEAS/COMMON THREADS**

The United States government creates rules and laws at the community, state, and national levels in order to protect the rights of people, help resolve conflicts, and promote the common good.

## **ENDURING UNDERSTANDINGS**

- The United States government is organized into three branches, with each branch holding different roles and responsibilities.

- The United State government works together to function at the community, state, and national levels to create laws to protect U.S. citizens.

## **ESSENTIAL QUESTIONS**

- How do key historical documents (Mayflower Compact, The Declaration of Independence, The United States Constitution, The Bill of Rights) in relation to today's government and citizenship?
- What contributions did the founding fathers (George Washington, Thomas Jefferson, and Benjamin Franklin) make toward the development of the United States government?
- How is the United States government organized as representative democracy?
- What are the three branches of the United States government?
- What are the roles and responsibilities of each branch of government?
- Where is each branch of the national government located?
- What are the different levels of government?
- What are the similarities and differences in how the government functions at the community, county, state, and national levels?

## **ASSESSMENTS**

- Teacher Observation
- Quizzes
- Unit Assessments
- Create a poster, or a slideshow presentation about the three branches of government

## **UNIT OBJECTIVES**

Students will be able to:

- Recognize and discuss the importance of key historical events in relation to today's government and citizenship.
  - Signing of the Declaration of Independence
  - The Constitution
  - The Bill of Rights
- Identify the contributions made by famous American leaders toward the development of the United States government.
  - George Washington
  - Thomas Jefferson
  - Benjamin Franklin
  - James Madison
- Identify the three branches of the United States government.

- Explains the roles and responsibilities of each branch of government.
- Identify where each branch of the national government is located.
- Identify the different levels of government. (National, State, County, Community)
- Compare and contrast how government functions at the community, county, state, and national levels.
- Identify the goals of the rules and laws created by the community, state, and national governments.
- Explain what a representative democracy is and how the United States functions as such.
- Identify civic responsibilities of U.S. Citizens.

## **SUGGESTED LEARNING ACTIVITIES**

- Read aloud and discuss chapters on Citizenship and Government in a Social Studies Textbook. Students will define vocabulary and complete various lesson activities.
- Read aloud and discuss biographies of famous Americans (George Washington, Thomas Jefferson, Benjamin Franklin, etc.).
- Students can choose a biography of a famous American to read independently and they can complete a report/project about him/her
- Create a class chart of the roles and responsibilities of each branch of government (to be displayed in the classroom).
- In their Social Studies notebook, students can create/draw a chart or web for the different levels of government.
- Assign different branches of government to small groups of students. Have the groups research the branches and share the information with the class.
- Have students create their own laws for the community.
- Examine and evaluate conflict resolution strategies used in government and in events throughout history
- Create a brochure that describes the three branches of government
- Understand the job roles in government and the educational requirements to perform in those roles
- Understand the relationship between taxes and government services
- Participate in various fundraising and service learning projects throughout the year
- Use digital tools to create multimedia presentations and display data

## RESOURCES

- Social Studies Textbook
- Biographies or informational text of Famous Americans
- Minibooks on historical documents
- Ben's Guide To The U.S. Government For Kids: <http://bensguide.gpo.gov/>
- Kids.gov: <http://bensguide.gpo.gov/>
- Discovery Education: <http://www.discoveryeducation.com/>
- Look for various Smartboard activities at: <http://exchange.smarttech.com/#tab>

**BY THE END OF THIRD GRADE**  
**UNIT FOUR: CULTURES AND PERSPECTIVES OF THE WORLD**

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**STATE STANDARDS**

**Social Studies**

- 6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.A.16** Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- 6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.15** Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

## **21<sup>st</sup> Century Skills**

**9.1.4.A.1** Apply critical thinking and problem solving skills to solve the problems

**9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency

**9.1.4.D.3** Understand different cultural perspectives to enhance communication

**9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, savings, investment, and charitable giving

## **Technology**

**8.1.4.A.1** Understand how to use digital tools for appropriate applications

**8.1.4.A.3** Understand how to use digital tools to create multimedia presentations

**8.1.4.A.4** Understand how to create a simple spreadsheet and interpret information

## **BIG IDEAS/COMMON THREADS**

Our world is divided into many nations that have their own governments, languages, customs, and laws. Therefore, it is important to recognize and understand the perspectives of other cultures in an interconnected world.

## **ENDURING UNDERSTANDINGS**

- World communities have many differences and similarities.
- Elements of a community influence the existence of that community.
- Cultural practices are patterns of acceptable behaviors in a particular culture evidenced in everyday living.

## **ESSENTIAL QUESTIONS**

- How do national leaders and international leaders bring people and nations together in times of need?
- What are some actions that are unfair, or discriminatory to people from other cultures?
- How are different cultures expressed through or influenced by behavior?
- What are some examples of people's beliefs, values, and traditions, and how do they reflect more than one culture?
- What is the difference between traditional and modern culture?
- Why is it important to understand the perspectives of other cultures in our interconnected world?

## **ASSESSMENTS**

- Teacher Observation
- Quizzes
- Unit Project-based Assessments (i.e. Country research project or informational writing piece)
- Create a slideshow presentation about a world community

## **UNIT OBJECTIVES**

Students will be able to:

- Identify different world communities.
- Understand that world communities have many differences and similarities.
- Recognize that people in world communities used legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.
- Identify reasons why people from diverse cultures need to work together in community.
- Identify ways national leaders and international leaders bring people and nations together in times of need.
- Recognize actions that are unfair, or discriminatory to people from other cultures.
- Tell how different cultures are expressed through or influenced by behavior.
- Explain why some people's beliefs, values, and traditions reflect more than one culture.
- Identify examples of a country's cultural traditions.
- Differentiate between traditional and modern culture.
- Recognize the importance of understanding the perspectives of other cultures in our interconnected world.
- Work in groups in cooperative roles to complete and/or share class project on culture

## **SUGGESTED LEARNING ACTIVITIES**

- Read aloud and discuss books about Japan and its culture. (to model)
- Take a survey of which world communities your students would like to learn more about.
- Read about various elements of the Japanese community. Choose a few elements for students to compare and contrast with the United States. Ex. Use a Venn Diagram to compare School Life in Japan and the United States. These activities can be completed via whole-class discussion, small group discussion, and in pairs.

- Students will choose a world community they would like to learn more about. They will research the world community at home and at school using books and the internet. Students will use the information to create a project or a slideshow presentation about their world community. They will also use the information to write a nonfiction text in Writing Workshop
- Examine and evaluate conflict resolution strategies used in government and in events throughout history
- Understand the different cultural perspectives of people throughout the world
- Participate in various fundraising and service learning projects throughout the year
- Use digital tools to create multimedia presentations and display data

## RESOURCES

- Japan Books and Other Materials
- Various Nonfiction Texts on World Communities
- Kids Web Japan:
- <http://web-japan.org/kidsweb/>
- Time For Kids Around the World:
- <http://www.timeforkids.com/around-the-world>
- Fact Monster-Countries of the World:
- <http://www.factmonster.com/countries.html>
- National Geographic Kids:
- <http://kids.nationalgeographic.com/explore.html>
- Discovery Education: <http://www.discoveryeducation.com/>

Look for various Smartboard activities at: <http://exchange.smarttech.com/#tab=0>



**BY THE END OF FOURTH GRADE  
UNIT ONE: GEOGRAPHY**

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**STATE STANDARDS**

**Social Studies**

- 6.1.4.B.4** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5** Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.6** Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- 6.1.4.B.7** Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.9** Relate advances in science and technology to environmental concerns, and to actions taken to address them.

**21<sup>st</sup> Century Skills**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allow teams to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.A.1** Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices
- 9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and

needs, financial planning, savings, investment, and charitable giving

## **Technology**

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.A.2** Understand how to use word processing programs
- 8.1.4.A.3** Understand how to use digital tools to create multimedia presentations
- 8.1.4.E.3** Use information gathered through digital tools to assist in generating solutions and making decisions

## **BIG IDEAS/COMMON THREADS**

Geography drives the relationships between people, their behavior, places and the environment for problem solving and historical understanding.

## **ENDURING UNDERSTANDINGS**

- Tools and models exist to help us understand geography.
- Business and commerce is dependent upon the geography of the region.

## **ASSESSMENTS**

- Teacher Observation
- Tests
- Quizzes
- Daily Geography
- Create an imaginary map of a town using legend, compass rose, map scale and geographical features

## **ESSENTIAL QUESTIONS**

- What are the most prominent types of maps used and what type of information can you find when reading these maps?
- How are lines of longitude and latitude used to determine locations on a globe/map using coordinates.
- Where is the Prime Meridian and Equator and how do these lines of latitude separate the hemispheres as well as time zones.
- How do landforms, climate, weather and availability of resources impact where and how people live/work in different regions of the United States?
- How does human interaction impact the environment in New Jersey and the United States?

- How are the different regions in the United States characterized by culture, economics, politics, and physical environment that contribute to the concept of regionalism?
- Why are some locations in New Jersey and the United States more suited for settlement than others?
- How do the advances in science and technology relate to environmental concerns, and what actions are taken to address them?

## **UNIT OBJECTIVES**

Students will be able to...

- Locate given places on a map using a compass rose consisting of cardinal and intermediate directions
- Locate countries and continents using longitude and latitude coordinates
- Determine the location of the Prime Meridian and Equator and understand how this separates the hemispheres
- Recognize that the United States is divided into 6 regions (West, Southwest, Southeast, Northeast, Arctic & Midwest) and identify the physical attributes of each region
- Tell how these different regions' characteristics influence the culture, economics, and politics and how they contribute to regionalism
- Use a physical map to determine the basic geography of a given area including lakes, rivers, islands, peninsulas and mountains
- Compare and contrast the characteristics of urban and rural settlements
- Research the advances in science and technology and understand how they have an impact on environmental concerns

## **SUGGESTED LEARNING ACTIVITIES**

- Label the different regions
- Practice using map scale
- Locate different places on a map using coordinates (longitude and latitude)
- Draw/create a map of the classroom
- Create a Map Symbols book
- Evaluate conflicts in history and options to resolve them
- Develop expertise on a topic in history by researching it
- Use cooperative learning techniques to complete a task
- Understand the identity of indigenous and other cultures
- Present information using digital tools
- Identify good character traits of historical leaders
- Understand the unique job opportunities available based on geographical locations
- Apply classroom token economy to develop money management skills

## RESOURCES

- Map Skills Workbook
- Discovery Education (geography lessons)
- Smartboard Coordinates Lesson
- <http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php>
- Weekly Reader Scholastic

## **BY THE END OF FOURTH GRADE UNIT TWO: NATIVE AMERICANS**

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### **STATE STANDARDS**

#### **Social Studies**

- 6.1.4.D.1** Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.10** Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.4.D.16** Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.17** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

#### **21<sup>st</sup> Century Skills**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allow teams to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, savings, investment, and charitable giving
- 9.2.4.E.1** Understand what it means to be a responsible consumer and the factors to consider when making consumer decisions

## **Technology**

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.A.2** Understand how to use word processing programs
- 8.1.4.A.3** Understand how to use digital tools to create multimedia presentations
- 8.1.4.E.3** Use information gathered through digital tools to assist in generating solutions and making decisions

## **BIG IDEAS/COMMON THREADS**

The lifestyle of the Native American groups influence many of the traditions we abide by today.

## **ENDURING UNDERSTANDINGS**

- The social hierarchy of the Native Americans parallels our lifestyle today.
- Native American cultural celebrations are emulated in our society.

## **ASSESSMENTS**

- Teacher Observation
- Triorama
- Tests
- Quizzes
- Locate the areas of migration by coloring a map of United States using accurate colors to depict travel routes
- Group Presentation of specific Native American Group
- Create a week long diary/scrapbook/newspaper depicting life as a Native American child

## **ESSENTIAL QUESTIONS**

- How did the European Colonization impact the Native American Populations?
- How is the culture of these different Native American groups expressed through behavior and how does folklore contribute to national heritage?
- What were the influences of these Native American groups and how is each manifested in different regions of New Jersey as well as the United States?
- What were the struggles between old and new cultural identity.
- Why do stereotyping and prejudice lead to conflict; using examples from past and present?
- How does Native American folklore impact American identity?

- How are our past actions towards Native Americans considered to be discriminatory and how does that behavior parallel bullying?

## **UNIT OBJECTIVES**

Students will be able to...

- Explain how and why the Native Americans arrived in North America
- Understand how the European colonization impacted the Native American population
- Describe how our past actions towards Native Americans could be considered discriminatory and how this could be related to present day actions (bullying)
- Evaluate how the environment affected the food, housing, clothing and lifestyles of the Eastern Woodlands- Lenape (required), Pacific Northwest (Tlingit, Chinooks, Makahs), Arctic (Inuit) Plains ( Sioux, Mandans, Kiowas) and Southwest (Navajo, Hopi or Pueblo)
- Describe the influence that each Native American group had on the culture of New Jersey as well as the United States
- Understand how Native American folklore/tradition has impacted American identity today

## **SUGGESTED LEARNING ACTIVITIES**

- Native American Diorama
- Jigsaw teaching of the Native American Tribes
- A Day in the Life of a Native American Journal Entries
- Evaluate conflicts in history and options to resolve them
- Develop expertise on a topic in history by researching it
- Use cooperative learning techniques to complete a task
- Understand the identity of indigenous and other cultures
- Present information using digital tools
- Identify good character traits of historical leaders
- Apply classroom token economy to develop money management skills
- Understand the role of propaganda in persuading perspectives

## **RESOURCES**

- Teacher-made Native American Resource Packets for each Native American Tribe
- Scholastic Article on Native American Tribes
- [http://teacher.scholastic.com/activities/explorer/native\\_americans/](http://teacher.scholastic.com/activities/explorer/native_americans/)
- “Meet Hopi” a “Day in the Life of a Hopi Child” by Dan Katchongkva
- <http://www.lenape.org/>
- Lenape Website
- Scholastic Weekly Reader

**BY THE END OF FOURTH GRADE  
UNIT THREE: NEW JERSEY**

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**STATE STANDARDS**

**Social Studies**

- 6.1.4.C.14** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- 6.1.4.C.15** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.12** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
- 6.1.4.D.2** Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.7** Explain the role Governor William Livingston played in the development of New Jersey government.
- 6.1.4.D.8** Determine the significance of New Jersey's role in the American Revolution.

**21<sup>st</sup> Century Skills**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allow teams to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and



needs, financial planning, savings, investment, and charitable giving

## **Technology**

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.A.2** Understand how to use word processing programs
- 8.1.4.A.3** Understand how to use digital tools to create multimedia presentations
- 8.1.4.E.3** Use information gathered through digital tools to assist in generating solutions and making decisions

## **BIG IDEAS/COMMON THREADS**

New Jersey's economy is influenced by the geography of the state.

## **ENDURING UNDERSTANDINGS**

- New Jersey played a pivotal role in the American Revolution as a result of its geographical location and natural resources.
- New Jersey was the home to many important leaders that contributed to the formation of the nation.

## **ASSESSMENTS**

- Teacher Observation
- Make a travel brochure/poster highlighting New Jersey's best assets
- Quiz

## **ESSENTIAL QUESTIONS**

- How did the different characteristics of each New Jersey region including factors like geography, natural resources, climate, transportation, technology, and/or the labor force play a role regarding economic opportunities.
- How has the development of different transportation systems impacted the economies of New Jersey?
- What key events lead to the creation of New Jersey?
- How did Governor William Livingston play an integral role in the development of the New Jersey government?
- What was the significance of New Jersey's role in the American Revolution?
- What was the impact of the trans-Atlantic slavery on New Jersey?

## **UNIT OBJECTIVES**

Students will be able to...

- Name, locate, and differentiate between New Jersey's physical regions

- Identify New Jersey’s water and land boundaries
- Identify the major lakes, rivers, and natural resources of New Jersey
- Recognize that Bergen County is the county in which they reside
- Determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force has played regarding economic opportunities
- Tell how the development of different transportation systems has impacted the economies of New Jersey
- Tell the key events that helped mold New Jersey into what it has become today
- Explain the role Governor William Livingston played in the development of the New Jersey government
- Understand the role New Jersey played in the American Revolution
- Describe the impact of trans-Atlantic slavery on New Jersey

## **SUGGESTED LEARNING ACTIVITIES**

- Research different counties using laptops
- Presentations on each county
- Develop maps highlighting the important characteristics of the New Jersey region
- Evaluate conflicts in history and options to resolve them
- Develop expertise on a topic in history by researching it
- Use cooperative learning techniques to complete a task
- Understand the identity of indigenous and other cultures
- Present information using digital tools
- Identify good character traits of historical leaders
- Apply classroom token economy to develop money management skills

## **RESOURCES**

- Textbook: Silver Burdett and Ginn New Jersey Today, Yesterday, and Tomorrow
- *Voices of Colonial New Jersey (National Geographic)*
- <http://www.gti.net/mocolib1/kid/njhistory.html>
- Cartoon History of the Exploration of New Jersey
- [http://www.state.nj.us/hangout\\_nj/images\\_cartoon/exall.pdf](http://www.state.nj.us/hangout_nj/images_cartoon/exall.pdf)
- Colonial Life: Children’s Press
- Voices of Colonial New Jersey

**BY THE END OF FOURTH GRADE  
UNIT FOUR: BIRTH OF A NATION**

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**STATE STANDARDS**

**Social Studies**

- 6.1.8.A.1.A** Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.B.1.A** Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
- 6.1.8.B.1.B** Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
- 6.1.8.C.1.A** Evaluate the impact of science, religion, and technology innovations on European exploration.
- 6.1.8.C.1.B** Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- 6.1.8.D.1.A** Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.8.D.1.B** Explain how interactions among African, European, and Native American groups began a cultural transformation
- 6.1.4.A.2** Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.3** Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.A.4** Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
- 6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.

- 6.1.4.D.5** Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.6** Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

### **21<sup>st</sup> Century Skills**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allow teams to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.A.4** Understand the role that taxes and employee benefits effect income
- 9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, savings, investment, and charitable giving
- 9.2.4.E.1** Understand what it means to be a responsible consumer and the factors to consider when making consumer decisions

### **Technology**

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.A.2** Understand how to use word processing programs
- 8.1.4.A.3** Understand how to use digital tools to create multimedia presentations
- 8.1.4.E.1** Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- 8.1.4.E.2** Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

- 8.1.4.E.3** Use information gathered through digital tools to assist in generating solutions and making decisions

## **BIG IDEAS/COMMON THREADS**

Transition/change presents challenges and when mastered or conquered can lead to new and better possibilities.

## **ENDURING UNDERSTANDINGS**

- New settlers came to this county for prosperity and religious freedom.
- There is a need for government in order for people to live together harmoniously.
- Negotiations and land rights between Native Americans and settlers resulted in conflict.

## **ASSESSMENTS**

- Teacher Observation
- Tests
- Quizzes
- Presentations
- Slide Show presentation on a specific explorer

## **ESSENTIAL QUESTIONS**

- How are the forms of governance, belief systems, and family structures different or similar to that of the African, European, and Native American groups?
- What were the reasons that the major groups migrated to different areas during colonization?
- What were the settlement patterns of the Native American groups like during colonization and how did these patterns affect interactions in different regions of the Western Hemisphere.
- What were the major reasons of exploration and tell how land and water routes were successful?
- What is the purpose or role of trade and how does trade function in society?
- How did gender roles, religion, values, cultural practices, and political systems impact the Native American groups as well as the early Americans during colonization?
- What is the purpose of the Bill of Rights and how does this promote fairness and equality amongst citizens?
- What was the purpose of the US Constitution?
- What are the branches of government and how do they contribute to a functioning society?
- How is the United States government organized and how does the Constitution limit the power of government?
- What is the process of immigrants becoming citizens?

- What is active citizenship?
- How can one achieve a representative democracy?
- What were the specific contributions of George Washington, Thomas Jefferson, and Benjamin Franklin and how did these contributions lead to the development of the United States Government?

## **UNIT OBJECTIVES**

Students will be able to...

- Compare and contrast the life styles between Native Americans, Africans and Europeans
- Understand and examine the settlement patterns of the Native Americans during colonization and tell how the patterns affected interactions amongst the Western Hemisphere
- Identify reasons why Native Americans migrated to certain areas
- Determine the reasons for exploration and describe the most common land and water routes used
- Describe how science and technology helped transition societies agriculturally and industrially
- Understand how trade contributes to a successful society
- Describe how gender roles, religion, values, cultural practices, and political systems impacted the Native American groups as well as the early Americans during colonization
- Understand how the colony became an English colony
- Explain the branches of the United States Government
- Explain the purpose of the Bill of Rights and Constitution
- Understand the steps in which immigrants become Americans
- Determine what a representative democracy is and how one can be an active participant
- Identify the specific contributions of George Washington, Thomas Jefferson, and Benjamin Franklin then tell how these contributions led to the development of the United States government
- Understand the role of propaganda's influence on perspective

## **SUGGESTED LEARNING ACTIVITIES**

- Research specific explorer(s) on laptop
- Smartboard presentation on early Colonization
- Create a mock government within the classroom
- Evaluate conflicts in history and options to resolve them
- Develop expertise on a topic in history by researching it
- Use cooperative learning techniques to complete a task
- Understand the identity of indigenous and other cultures

- Present information using digital tools
- Identify good character traits of historical leaders
- Understand the relationship between taxation and the American Revolution
- Apply classroom token economy to develop money management skills

## **RESOURCES**

- “Colonial Kids” by Laurie Carlson
- Hasty Pudding, Johnnycakes and Other Good Stuff: Cooking in Colonial America by Loretta Francis Ichord
- Explorer Mini-Books and Teacher-made packets
- Biographies on Ben Franklin, George Washington, Thomas Jefferson  
Scholastic Weekly

**BY THE END OF FIFTH GRADE**  
**UNIT ONE: EXPLORATION OF NORTH AMERICA**

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**STATE STANDARDS**

**Social Studies**

- 6.1.8.A.1.A** Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.B.1.B** Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
- 6.1.8.C.1.A** Evaluate the impact of science, religion, and technology innovations on European exploration.
- 6.1.8.C.1.B** Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- 6.1.8.D.1.B** Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.1.8.D.1.C** Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

**21<sup>st</sup> Century Skills**

- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.D.3** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.A.1** Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices
- 9.2.4.A.4** Understand the role that taxes and employee benefits effect income
- 9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, investment, and charitable giving



## **Technology**

**8.1.4.A.1** Understand how to use digital tools for appropriate applications

**8.1.4.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

The curiosity of mankind combined with the desire for expansion led to the creation of a multicultural new country called the United States of America.

## **ENDURING UNDERSTANDINGS**

- Transoceanic travel allowed Western cultures to discover the new world.
- Different cultures had different experiences.

## **ASSESSMENTS**

- End of the lesson questions
- Teacher observation
- Tests/Quizzes
- Projects

## **ESSENTIAL QUESTIONS**

- How did the governance, belief systems, and family structures among African, European, and Native American groups influence the colonization of North America?
- How did the existing trade routes in Europe and Asia lead to the need for alternative approaches?
- How did the innovations in science, religion, and technology impact European exploration?
- Why was trade so essential to the economic culture of European countries?
- How did interactions among African, European, and Native American groups begin a cultural transformation in North America?
- What are examples of how the Colombian Exchange impacted the ecology, agriculture, and culture in the New World and Europe?

## **UNIT OBJECTIVES**

Students will be able to:

- Explain the reasons why different groups immigrated to the New World.
- Identify two reasons why the Europeans wanted to find an all-water route to Asia.

- Explain the contributions of Prince Henry the Navigator to the Age of Exploration and Discovery.
- Identify three technological innovations that led to future discoveries in the New World.
- Identify three major trade items that the Europeans desired from Asia.
- Evaluate the importance of Columbus' New World voyages.
- Describe the goals and accomplishments of Spanish, French, English, Dutch explorers (Hudson, Verrazano, Cabot, Cortes, Cartier, Magellan, Vespucci, Pizarro, Marco Polo, Ponce de Leon, de Soto, Coronado, Champlain, Dias, and de Gama).
- Compare/Contrast the relationships Spanish, French, and English explorers had with the Native Americans.
- List three ecological, agricultural, or cultural exchanges between the European explorers and Native Americans.

## **SUGGESTED LEARNING ACTIVITIES**

- Trace various explorers' routes to the New World on a map.
- Create a t-chart of the explorers, the countries they sailed for, and the results of each journey.
- List reasons each country had for exploring the New World.
- Explorer Job Listing Project- choose an explorer and write a job wanted advertisement including information about them.
- Create a Keynote or Powerpoint presentation about an explorer.
- Read trade books about each explorer.
- Read excerpts from Christopher Columbus' diary.
- Poster Project- mini biography of an explorer
- Fake Diary- create a fake diary entry about one of the explorers and a part of their expedition.
- Explorer Map- create a rustic exploration map focusing on one explorer's journey to the New World.
- Work in groups for project-based learning
- Recognize the perspectives of different stakeholders
- Use digital tools to research historical biographies and present information
- Examine the ethical behaviors of leaders and the documents created that promoted fairness
- Explore current event stories on financial literacy
- Participate in service learning/fundraising activities

- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

## RESOURCES

- *History Alive*
- Trade books
- <http://mrnussbaum.com/>
- <http://bowenpeters.weebly.com>
- <https://www.youtube.com/user/MrZoller>
- <http://brainpop.com>
- <http://superteacherworksheets.com>
- <http://discoveryeducation.com>
- [Explorer Graphic Organizer](#)
- [Weekly Reader: Christopher Columbus](#)
- [Explorer Webquest](#)
- [Age of Exploration SMARTboard File](#)
- [Age of Exploration Powerpoint](#)
- [Columbian Exchange Interactive Map](#)
- [Unit Vocabulary Flashcards](#)
- [Online textbook](#)
- Internet resources
- Assorted DVDs

**BY THE END OF FIFTH GRADE**  
**UNIT TWO: COLONIZATION OF NORTH AMERICA**

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**STATE STANDARDS**

**Social Studies**

- 6.1.8.A.2.A** Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.8.A.2.B** Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- 6.1.8.A.2.C** Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
- 6.1.8.B.2.A** Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- 6.1.8.B.2.B** Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- 6.1.8.C.2.A** Relate slavery and indentured servitude to Colonial labor systems.
- 6.1.8.C.2.B** Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- 6.1.8.C.2.C** Analyze the impact of triangular trade on multiple nations and groups.
- 6.1.8.D.2.A** Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
- 6.1.8.D.2.B** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

**21<sup>st</sup> Century Skills**

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency

- 9.1.4.D.3 Understand different cultural perspectives to enhance communication
- 9.1.4.D.3 Integrate digital media to enhance communication
- 9.1.4.F.1 Promote ethical behavior and accountability
- 9.2.4.A.1 Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices
- 9.2.4.A.4 Understand the role that taxes and employee benefits effect income
- 9.2.4.B.1 Promote financial responsibility related to prioritizing between wants and needs, financial planning, investment, and charitable giving

### **Technology**

- 8.1.4.A.1 Understand how to use digital tools for appropriate applications
- 8.1.4.D.1 Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

The social, economic, political, and religious opportunities of the New World caused a massive immigration movement that conversely affected the Native American and African culture.

## **ENDURING UNDERSTANDINGS**

- The people from France, Spain, the Netherlands, and England changed, adapted, and evolved in different ways upon their arrival in the New World.
- The colonization of America was achieved through religious, economic, and social hardships.

## **ASSESSMENTS**

- End of the lesson questions
- Teacher observation
- Tests/Quizzes
- Projects

## **ESSENTIAL QUESTIONS**

- How did the prospect of religious freedom and participatory government affect immigration to the colonies?
- How did early government structures in North America evolve into a democratic-style of government?

- How did race, gender, and status affect the social, economic, and political opportunities during Colonial times?
- How did the geographical components (land forms, climate, agricultural benefits, and access to waterways) of the colonies impact emigration, settlement patterns, and regional identities?
- Why did the search for natural resources result in conflict and cooperation among European countries and Native American groups in the New World?
- How important was the use of slavery and indentured servitude to colonial labor systems?
- What was the difference between slavery and indentured servitude?
- What are the principles of mercantilism based on?
- Why was mercantilism so essential to expanding the economies between the colonies and European countries?
- What were the economic benefits of the triangular trade routes and the role it played in continuing the slave trade?
- How did the prospect over land acquisition in the New World lead to further conflict between European countries?
- How were the migratory experiences of Native Americans and Africans different than other colonists?

## **UNIT OBJECTIVES**

Students will be able to:

- List the 13 Colonies and provide a reason for their settlement.
- Understand how religious persecution and the prospect of religious freedom motivated Europeans to colonize America.
- Compare/Contrast participatory government in the 13 Colonies to the modern government system in the United States.
- Discuss the lack of opportunities for women and African Americans in colonial government, business, and social settings.
- Identify the three regions of the 13 Colonies.
- Analyze the ways European colonists adapted to and modified their environment to meet basic needs.
- Identify the resources French, Spanish, and British settlers sought and describe how it affected their relationships with the Native Americans.
- Explain the role of slavery in an agricultural society and Spain and Great Britain continual dependence upon the system.
- Compare/Contrast the similarities and differences between slavery and indentured servitude and reflect upon permanency of slavery.
- Define mercantilism and its effect upon the 13 Colonies.
- Cite an example of mercantilism between the 13 Colonies and Great Britain.

- Summarize the triangular trade route.
- Using a visual aide of the Triangular Trade Route, choose a product, tell where it originated, and where it was exported.
- Evaluate how the Triangular Trade Route impacted the Middle Passage in different regions throughout the 13 Colonies.
- Analyze the beginning conflict over the Ohio River Valley upon British, French, and Native American relations.
- Explain the cultural and economic impact of European land expansion in the Americas upon Native Americans and Africans.

## **SUGGESTED LEARNING ACTIVITIES**

- Who/Where/Why Map Project- students create a color coded map of the Spanish, French, Dutch, and British colonies and reasons for colonization.
- Three Brothers/Three Sisters Project- students must write three letters home. They must write these as though they are three brothers who have gone to live in New Spain, New France, and the earliest English colonies, who are writing home to their mother to tell her how their new life is. They should include details of why they came to this colony, where they live, what the environment is like, what their responsibilities are, what difficulties they face, and what the advantages of their new home are.
- Locate Spanish, French, Dutch, and English regions on a map of North America.
- Make a T-chart linking European powers to their colonial heritage.
- Compare and contrast reasons for colonization by Europeans using a Venn Diagram.
- Identify place names and their colonial origins using a map.
- Research important leaders of the period and produce a poster project,
- “My Colonial Diary” project: Students will create an illustrated five-entry journal detailing their lives as an English colonist living in a region of their choice.
- Entries should include information about jobs, religion, surroundings, and other pertinent details.
- Create a T-chart of the three different colonial regions and characteristics of each.
- Draw a representation of a region and label vocabulary
- Label the thirteen colonies on a map.
- Compare and contrast the topography, climate, economy, and religion of the three regions using charts, posters, or technology presentations.
- Describe in chart form the degrees of difference in the rural and urban lifestyles of the colonies including city life, plantation life, and life in the backcountry.

- Travel Brochure- students research life in a specific colony and create a travel brochure enticing others to settle there.
- Determine a best form of government based on past experiences
- Work in groups for project-based learning
- Recognize the perspectives of different stakeholders
- Use digital tools to research historical biographies and present information
- Examine the ethical behaviors of leaders and the documents created that promoted fairness
- Explore current event stories on financial literacy
- Participate in service learning/fundraising activities
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

## RESOURCES

- *History Alive*
- Trade books
- <http://mrnussbaum.com/>
- <http://bowenpeters.weebly.com>
- <https://www.youtube.com/user/MrZoller>
- <http://brainpop.com>
- <http://superteacherworksheets.com>
- <http://discoveryeducation.com>
- *Roanoke: The Lost Colony—An Unsolved Mystery from History* by Jane Yolen
- *If You Lived in Colonial Times* by Ann Mcgovern
- *A Lion to Guard Us* by Clyde Robert Bulla
- [Online textbook](#)
- [Unit Vocabulary Flashcards](#)
- [13 Colonies Quiz](#)
- [13 Colonies Research](#)
- Internet resources
- Assorted DVDs



**BY THE END OF FIFTH GRADE**  
**UNIT THREE: CAUSES OF THE AMERICAN REVOLUTION**

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**STATE STANDARDS**

**Social Studies**

- 6.1.8.D.3.A** Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- 6.1.8.A.3.A** Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.D.3.B** Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.D.3.C** Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- 6.1.8.D.3.D** Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

**21<sup>st</sup> Century Skills**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.D.3** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.A.1** Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices
- 9.2.4.A.4** Understand the role that taxes and employee benefits effect income
- 9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, investment, and charitable giving

## **Technology**

**8.1.4.A.1** Understand how to use digital tools for appropriate applications

**8.1.4.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

The formation of a new country would eventually cause conflict with their homeland and other existing foreign governments.

## **ENDURING UNDERSTANDINGS**

- The English colonies evolved into several different groups based on their views of the Crown, ultimately resulting in the American Revolutionary War.
- The Declaration of Independence is an enduring model for those who strive to seek freedom and independence.

## **ASSESSMENTS**

- End of the lesson questions
- Teacher observation
- Tests/Quizzes
- Projects

## **ESSENTIAL QUESTIONS**

- How did the end of the Seven Years War impact France's influence in the New World?
- What was Great Britain's approach to paying off the war debt accumulated during the French and Indian War?
- How did various groups in the colonies respond to taxation without representation?
- What were the basic rights of man Jefferson included in the Declaration of Independence?
- To what extent were the basic rights of man fulfilled for African Americans, women, and Native Americans during this time period?
- Why did the Founding Fathers find it necessary to write the Declaration of Independence?
- How did the basic rights of man set forth a foundation for the evolution of democracy in America?
- Why was George Washington a unanimous choice to become the Commander in Chief of the Continental Army?
- Who were the Founding Fathers of the United States?
- How important were the contributions of foreign allies before and during the American Revolution?

## UNIT OBJECTIVES

Students will be able to:

- Using a visual aide, compare/contrast North America before and after the French and Indian War.
- Analyze the causes and effects of the Proclamation of 1763, the Sugar Act, the Stamp Act, the Intolerable Acts, the Tea Act, and the Coercive Acts.
- Analyze the causes and effects of the Stamp Act Congress, Boston Massacre, the Boston Tea Party, the Committees of Correspondence, the First Continental Congress, and Second Continental Congress.
- Identify the four major components of the Declaration of Independence: preamble, the statement of rights of man (life, liberty, and pursuit of happiness), grievances against the king, and the statement of independence.
- Identify four major signers and their respective colony from the Declaration of Independence.
- Discuss the extent of the basic rights of man fulfilled for African Americans, women, and Native Americans from the Declaration of Independence.
- Analyze the impact of the Battle of Lexington and Concord upon the creation of the Declaration of Independence.
- Compare/contrast the basic rights of man to modern democracy.
- Describe the qualities and qualifications John Adams used in nominating George Washington to be commander in chief of the Continental Army.

## SUGGESTED LEARNING ACTIVITIES

- “Letter to the Editor” project; Students will write two Letters to the Editor as colonial Bostonians, one as a Loyalist and one as a Patriot, explaining their side’s position and why they take those positions.
- Discuss the concept of “point of view” (or bias) in regards to the Boston Massacre using the Revere engraving and other engravings of the event.
- Protest or support the Stamp Act, the Sugar Act, or the Intolerable Acts in poster or written form.
- Explain the meaning of the phrase “No Taxation without Representation” in written or oral form.
- Build a timeline of the major battles of the American Revolution.
- Create a cause and effect chart linking the events of the American Revolution.
- Work in groups to summarize specific portions of the Declaration of Independence and report their findings back to a home group.
- Create a political cartoon with either a Patriot or Loyalist point of view.
- Write a News Story- Imagine you’re in 1776 and you’re a newspaper reporter in Philadelphia. On July 8<sup>th</sup>, you attend the first public reading of the Declaration of Independence. Write a news story about the event and the reactions of those present.
- Understand causes of conflicts and how the same causes are reflected throughout history

- Work in groups for project-based learning
- Recognize the perspectives of different stakeholders
- Use digital tools to research historical biographies and present information
- Examine the ethical behaviors of leaders and the documents created that promoted fairness
- Explore current event stories on financial literacy
- Participate in service learning/fundraising activities
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

## RESOURCES

- *History Alive*
- Trade books
- <http://mrnussbaum.com/>
- <http://bowenpeters.weebly.com>
- <https://www.youtube.com/user/MrZoller>
- <http://brainpop.com>
- <http://superteacherworksheets.com>
- <http://discoveryeducation.com>
- [Boston Massacre Mystery](#)
- [Unit Vocabulary Flashcards](#)
- [Online textbook](#)
- [Political Cartoons](#)
- *If You Lived at the Time of the American Revolution* by Kay Moore
- *And Then What Happened, Paul Revere?* by Jean Fritz
- *Let It Begin Here!: Lexington and Concord* by Dennis Brindell Fradin
- *Will You Sign Here, John Hancock?* by Jean Fritz
- *History Pockets: Colonial America, Grades 4-6+*
- Internet resources
- Assorted DVDs

**BY THE END OF FIFTH GRADE**  
**UNIT FOUR: THE AMERICAN REVOLUTION**

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**STATE STANDARDS**

**Social Studies**

- 6.1.8.B.3.C** Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- 6.1.8.B.3.D** Explain why New Jersey's location played an integral role in the American Revolution.
- 6.1.8.D.3.C** Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- 6.1.8.D.3.D** Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- 6.1.8.D.3.E** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.D.3.F** Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

**21<sup>st</sup> Century Skills**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.D.3** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.A.1** Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices

**9.2.4.A.4** Understand the role that taxes and employee benefits effect income

**9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, investment, and charitable giving

### **Technology**

**8.1.4.A.1** Understand how to use digital tools for appropriate applications

**8.1.4.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

The American Revolution proved that ordinary citizens were willing to unify, fight, and overcome extreme hardships in order to achieve total freedom and independence.

## **ENDURING UNDERSTANDINGS**

- George Washington’s military leadership was a key factor in winning the war for independence.
- The Continental Army endured despite their inexperience, lack of supplies, and enlistment size.

## **ASSESSMENTS**

- End of the lesson questions
- Teacher observation
- Tests/Quizzes
- Projects

## **ESSENTIAL QUESTIONS**

- How did the geography of the 13 Colonies play a significant role in the military strategy of the American Revolution?
- What key events in New Jersey proved to be essential for Washington and the Continental Army?
- How did Washington’s military strategies eventually win the war?
- How did Benjamin Franklin’s relationship with the French help the American cause?
- What key roles did Lafayette, von Steuben, Pulaski, and Kosciuszko play in the American Revolution?
- How did recruiting African Americans for both sides play an integral role in the war?
- What advantages/disadvantages motivated African Americans to choose sides?

- What key roles did Deborah Sampson, Betsy Ross, Abigail Adams, Lydia Darragh, Molly Pitcher, and Phyllis Wheatley play in the American Revolution?
- How were the Native American tribes conflicted over the decision to support or oppose Independence?
- How did the American Revolution impact the economy in the 13 Colonies?
- What were the terms of the Treaty of Paris of 1783?
- Compare/Contrast the gains and losses of Great Britain and the United States after the Treaty of Paris.
- What losses did the Native Americans experience due to the Treaty of Paris?

## **UNIT OBJECTIVES**

Students will be able to:

- Analyze the significance of different geographical features in the colonies during the Revolutionary War and their role in determining military strategy.
- Summarize the key events (Retreat from Fort Lee, the Battle of Trenton, and the Battle of Monmouth) in New Jersey during the American Revolution.
- Compare/Contrast the different military strategies that Washington utilized compared to the British use of total warfare.
- Identify the Battle of Saratoga as the turning point at which the French agreed to help Benjamin Franklin and the American cause.
- Identify and summarize the contributions of the American foreign allies.
- Recognize the service of African Americans in the Continental and British army and what factors motivated them to join their respective sides.
- Identify and summarize the contributions of women during the American Revolution.
- Compare/Contrast the role of various Native American tribes to support or oppose independence.
- Examine graphic aides to draw inferences and conclusions regarding the economic status of the 13 Colonies before, during, and after the American Revolution.
- List the terms of the Treaty of Paris of 1783 and reflect upon the impact it had upon Loyalists.
- Compare/Contrast visual aides displaying American borders prior to and after the American Revolution.
- Discuss the loss of Native American homelands as it relates to the Treaty of Paris.

## **SUGGESTED LEARNING ACTIVITIES**

- Battlefield Project- students research a specific battle, record data regarding the casualties, wounded, and captured, and write a summary.
- ABC Book of the Revolution

- Heroes of the Revolution- students will choose an important American leader of the period and produce a resume, poster project, research report, technology presentation, or oral presentation on that person.
- List the foreign countries that supported the Patriot cause and their contributions to the war effort.
- Founding Fathers Biography Project- research and write a biography about a specific Founding Father.
- Create a Time Line of all major events that took place during and after the American Revolution.
- Readers Theatres
- Attend an event at the von Steuben House, take pictures, and create an annotated scrapbook.
- Create a Keynote or Powerpoint presentation of significant locations during the American Revolution.
- Create a T-chart of the Continental and British Army showing the differences and similarities.
- Read a book about Benedict Arnold, create your own invisible ink, and write a secret coded letter to a friend.
- Imagine you are an American in 1782. Write a letter to Benjamin Franklin in Paris describing what you think the terms of the Treaty of Paris should be. Share your letter with the class.
- Write a speech to encourage the troops at Valley Forge from Washington's perspective.
- Understand causes of conflicts and how the same causes are reflected throughout history
- Work in groups for project-based learning
- Recognize the perspectives of different stakeholders
- Use digital tools to research historical biographies and present information
- Examine the ethical behaviors of leaders and the documents created that promoted fairness
- Explore current event stories on financial literacy
- Participate in service learning/fundraising activities
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

## RESOURCES

- *History Alive*
- Trade books
- <http://mrnussbaum.com/>
- <http://bowenpeters.weebly.com>
- <https://www.youtube.com/user/MrZoller>



- <http://brainpop.com>
- <http://superteacherworksheets.com>
- <http://discoveryeducation.com>
- <http://www.washingtonsworld.org/>
- <http://www.mission-us.org/>
- Liberty's Kids – DVD Collection or [Youtube](#)
- John Adams – HBO Series
- [Online textbook](#)
- [American Revolution Powerpoint](#)
- [Battlefield Math Research](#)
- [Biography Research](#)
- *My Brother Sam Is Dead* by Christopher Collier
- *The Fighting Ground* by Avi
- *George vs. George: The American Revolution As Seen from Both Sides* by Rosalyn Schanzer
- *Can't You Make Them Behave, King George?* by Jean Fritz
- *Liberty or Death: The American Revolution* by Betsy Maestro
- *History Pockets: The American Revolution Grade 4-6+*
- Internet resources
- Assorted

**BY THE END OF SIXTH GRADE**  
**UNIT ONE: THE EVOLUTION OF AMERICA**

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**STATE STANDARDS**

**Social Studies**

- 6.1.8.A.3.B** Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.C** Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.D** Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
- 6.1.8.A.3.e** Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.
- 6.1.8.A.3.F** Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.A.3.G** Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.D.3.G** Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
- 6.1.8.B.3.B** Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the NJ and VA plans.
- 6.3.8.A.1** Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.A.2** Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative

body (e.g., school board, municipal or county government, state legislature).

- 6.3.8.C.1** Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.

## **21<sup>st</sup> Century Skills**

- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.D.3** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.A.1** Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices
- 9.2.4.A.4** Understand the role that taxes and employee benefits effect income
- 9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, investment, and charitable giving

## **Technology**

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.D.1** Practice cyber safety
- 8.1.8.C.1** Participate in an [online learning community](#) with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.
- 8.1.8.E.1** Gather and analyze findings using [data collection technology](#) to produce a possible solution for a content-related or real-world problem.
- 8.2.8.A.1** Explain the impact of globalization on the development of a technological system over time.

## **BIG IDEAS/COMMON THREADS**

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

## **ENDURING UNDERSTANDING**

- The Patriots explored different evolutionary avenues and eventually wrote the Constitution and became Americans.

## **ESSENTIAL QUESTIONS**

- How did the fundamental principles of the Constitution establish a federal government that allowed for growth and change over time?
- What positions of the founding fathers required compromise in the creation and adoption of the Constitution and Bill of Rights?
- What are the similarities and differences of the Articles of Confederation and the US Constitution in relation to the powers of national government?
- How were political parties formed and shaped by differing perspectives regarding the role and power of federal government?
- In what ways did the Alien and Sedition Act undermine civil liberties?
- What were the underlying motivations for these acts?
- What is the impact of The Constitution and Bill of Rights on current day issues?
- To what extent did the leadership and decisions of early administrations of the national government meet the goals established in the preamble of the constitution?
- How did the NJ and VA plans support state versus federal power and representation in Congress?

## **UNIT OBJECTIVES**

Students will be able to...

- Describe the events that led up to the Constitution
- Discuss the Constitutional Convention and its influence on the Democratic process
- Explain the Great Compromise and its significance in the representative government
- Discuss the formation of the nation's first political parties
- Identify the individual members of the first presidential cabinet and their contributions
- Explain the individual rights of every American citizen as guaranteed in the Bill of Rights

## **ASSESSMENTS**

- Quizzes/Tests
- Teacher Observations
- Projects
- Presentations
- End of the Chapter Review

## **SUGGESTED LEARNING ACTIVITIES**

- Congress Simulation: Students will work in groups and be assigned/choose several tasks to vote upon. Discuss that  $\frac{3}{4}$  of the group must agree as well as why it was difficult for Congress to pass laws
- Prepare a short news broadcast about events which occurred throughout the development of the Constitution
- Speech: Plan a speech explaining how the 13 former colonies could solve problems of the Articles of Confederation.
- Assign groups one topic from the unit and create an artifact for a museum exhibit from the Constitutional Convention
- Design political cartoons that focus on the weaknesses of the government under the Articles of Confederation
- Research information about convention delegates and create a slideshow, etc. to present to the class.
- Write to a state representative and prepare a list of questions for a member of the House (ex-a description of his/her job, events of a typical day, issues that he/she feels are important, etc.)
- Groups of students will prepare and present a short skit illustrating the value of compromise in everyday interactions
- Small groups will write a song summarizing the primary functions of each branch of government
- Create a diagram that demonstrates the separation of powers and the checks balances
- Construct timelines by events during eras (utilize in every unit)
- Explain how events are connected to each other (utilize in every unit)
- Use geographic representations (utilize in every unit)
- Use maps and documents to explain migration, expansion/disintegration of empires (can be utilized throughout units)
- Compare and Contrast different interpretations in history (utilize in all units)
- Assess the credibility of resources (utilize in every unit)
- Analyze information and present a reasoned argument (utilize in all units)
- Deliberate on a public issue affecting upcoming elections
- Participate in a simulated hearing and share it with a government body

- Evaluate a local budget and assess priorities (ex-town development)
- Work in groups for project-based learning
- Recognize the perspectives of different stakeholders
- Use digital tools to research historical biographies and present information
- Examine the ethical behaviors of leaders and the documents created that promoted fairness
- Explore current event stories on financial literacy
- Participate in service learning/fundraising activities
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

## **RESOURCES**

- Social Studies Textbook (all units)
- Discovery Education website (all units)
- <http://billofrightsinstitute.org/resources/educator-resources/constitution-day-resources/>
- <http://billofrightsinstitute.org/resources/student-resources/play-games/>
- [http://www.congressforkids.net/games/billofrights/2\\_billofrights.htm](http://www.congressforkids.net/games/billofrights/2_billofrights.htm)
- <http://www.archives.gov/legislative/resources/education/bill-of-rights/>
- [http://home.sjfc.edu/cals/units/dominick/checks\\_and\\_balances\\_lesson.htm](http://home.sjfc.edu/cals/units/dominick/checks_and_balances_lesson.htm)
- <http://constitutioncenter.org/learn/educational-resources/lesson-plans/separation-of-powers>

**BY THE END OF SIXTH GRADE  
UNIT TWO: AMERICAN EXPANSION**

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**STATE STANDARDS**

**Social Studies**

- 6.1.8.A.4.A** Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- 6.1.8.A.4.B** Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- 6.1.8.A.4.C** Assess the extent to which voting rights were expanded during the Jacksonian period.
- 6.1.8.B.4.A** Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- 6.1.8.B.4.B** Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
- 6.3.8.B.1** Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

**21<sup>st</sup> Century Skills**

- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.D.3** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.A.1** Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices

**9.2.4.A.4** Understand the role that taxes and employee benefits effect income

**9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, investment, and charitable giving

### **Technology**

**8.1.4.A.1** Understand how to use digital tools for appropriate applications

**8.1.4.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

Expansion of territories within the United States was motivated by the same desires for wealth and resources that were the motivations for expansion throughout history.

## **ENDURING UNDERSTANDING**

- The expansion of the American culture brought with it both negative and positive consequences. Geography has a dramatic impact on a people's social, political, and economic life.

## **ESSENTIAL QUESTIONS**

- How did America's relationships change with other nations as a result of changing policies, treaties, tariffs and agreements?
- In which ways did manifest destiny influence the acquisition of land through annexation, diplomacy and war?
- In which ways did voting rights expand during the Jacksonian period?
- What was the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States?
- How did expansion and settlement create conflicts with, and removal of Native Americans?

## **UNIT OBJECTIVES**

Students will be able to...

- Analyze how the United States expanded beyond the Mississippi River and identify lands included in the Louisiana Purchase
- Analyze the growth of Democracy in the United States in the 1800s
- Describe major events throughout Andrew Jackson's presidency
- Describe the Indian Removal Act

## **ASSESSMENTS**

- Quizzes/Tests
- Teacher Observations



- Projects
- Presentations
- End of the Chapter Review

## **SUGGESTED LEARNING ACTIVITIES**

Students will be able to...

- Compare and contrast viewpoints on Indian removal, Jacksonian policies, and the Louisiana Purchase
- Write a poem from the perspective of a settler who traveled with Daniel Boone about his/her experiences throughout the journey
- Create a bulletin board display of food, clothing, housing, education, etc. of the frontier through research and illustrations
- Write a letter to the local newspaper in either supporting or criticizing President Jefferson for buying the land in the Louisiana Purchase
- Design a presentation (poster, slideshow, etc.) of a state from the region known as the Louisiana Purchase. Include: explorer route, resources, and major physical features of the state
- Create an advertisement for a local newspaper, as a Northwest settler, in which he/she tries to persuade fellow settlers that the British are responsible for the Native American attacks on settlements
- Craft a speech about a topic on American expansion from the perspective of a person who was involved and deliver it to small groups
- Research and present one of the Native American groups of the Southeast (Choctaws, Seminoles, etc.)
- Develop and present a news broadcast about the Indian Removal Act
- Illustrate/Interpret the lyrics to the “Star Spangled Banner” or write another verse based upon the story behind it
- Evaluate land use proposals
- Read content- specific maps
- Utilize context clues for vocabulary comprehension
- Summarize data.
- Work in groups for project-based learning
- Recognize the perspectives of different stakeholders
- Use digital tools to research historical biographies and present information
- Examine the ethical behaviors of leaders and the documents created that promoted fairness
- Explore current event stories on financial literacy
- Participate in service learning/fundraising activities
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

## Resources

- [http://schools.nyc.gov/NR/rdonlyres/EFC17F1D-835E-40C5-B2BE-407D685C03D3/131879/NYCDOE\\_G7\\_LiteracySS\\_ManifestDestiny\\_Final.pdf](http://schools.nyc.gov/NR/rdonlyres/EFC17F1D-835E-40C5-B2BE-407D685C03D3/131879/NYCDOE_G7_LiteracySS_ManifestDestiny_Final.pdf)
- [http://www.pbs.org/kera/usmexicanwar/educators/md2\\_commercial.html](http://www.pbs.org/kera/usmexicanwar/educators/md2_commercial.html)
- <http://smithsonianeducation.org/spotlight/elect.html>
- <http://www.nea.org/tools/lessons/lewis-and-clark-expedition-grades-6-8.html>
- <http://sheg.stanford.edu/louisiana-purchase>
- [https://etown.digication.com/price\\_laura\\_senior\\_portfolio/Louisiana\\_Purchase\\_Lesson\\_Plan](https://etown.digication.com/price_laura_senior_portfolio/Louisiana_Purchase_Lesson_Plan)

**BY THE END OF SIXTH GRADE**  
**UNIT THREE: ECONOMIC DEVELOPMENT**  
**(Includes Immigration)**

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**STATE STANDARDS**

**Social Studies**

- 6.1.8.C.4.B** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
- 6.1.8.C.4.A** Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
- 6.1.8.C.4.C** Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
- 6.1.8.D.4.A** Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
- 6.1.8.D.4.B** Explore efforts to reform education, women’s rights, slavery, and other issues during the antebellum period.

**21<sup>st</sup> Century Skills**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.D.3** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.A.1** Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices
- 9.2.4.A.4** Understand the role that taxes and employee benefits effect income

- 9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, investment, and charitable giving

### **Technology**

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications

- 8.1.4.D.1** Practice cyber safety

## **BIG IDEAS/COMMON THREADS**

Innovation and technology had an impact on immigration, civil rights, and cultural/ social conflict.

## **ENDURING UNDERSTANDING**

- New technologies are created when people see a need.
- New technologies help with a task and new technologies affect the lives of the people who live in the places they are used.
- Immigrants came to the United States for various reasons, faced many challenges, and had a major impact on the United States.

## **ESSENTIAL QUESTIONS**

- What were the technological developments during this time period?
- In what ways did major technological developments revolutionize land and water, transportation as well as the economy in NJ and the nation?
- In what ways did the debates involving the National Bank, uniform currency and tariffs determine each of these economic challenges facing the new nation?
- How did technological innovations affect the status and social class of different groups of people and explain the outcomes that resulted?
- What were push-pull factors that lead to increases in immigration and why did ethnic and cultural conflicts arise?
- How did efforts to reform education, women's rights, slavery and other issues affect the Antebellum Period?

## **UNIT OBJECTIVES**

Students will be able to....

- Analyze the changes in the United States brought about by the Industrial Revolution-education, women's rights, slavery, etc.
- Analyze how mass production affected the social interaction and economy in the United States
- Discover and explain the work of Harriet Tubman, Elizabeth Cady Stanton, other defenders of the rights of both women and slaves

## **ASSESSMENTS**

- Quizzes/Tests
- Teacher Observations
- Projects
- Presentations
- End of the Chapter Review

## **SUGGESTED LEARNING ACTIVITIES**

Students will be able to...

- Write a paragraph explaining why he/she would rather be a craft worker or a mass production worker, including sufficient evidence of support
- Design a newspaper front page (with a caption), which covers one of the technological advancements during this time period (ex-Samuel Slater or Francis Cabot Lowell's textile mills, Erie Canal, National Road, etc.)
- Write a letter to a friend describing the work at a textile mill
- Write an editorial persuading others to join the fight against slavery
- Write a letter persuading the school board to make a change in the public school; support the letter with research
- Research inventions during this time period and compare/contrast them to similar present-day inventions
- Research women's rights' advocates of the 1800s and today and compare/contrast findings
- Generate a line graph with immigration statistics of the 1800s
- Design a presentation demonstrating technological advancements under Andrew Carnegie and John D. Rockefeller
- Project/Report on a specific immigrant group of the 1800s
- Compare and Contrast the naturalization process from the 1800s and present day
- Prepare a television program on life in the cities in the late 1800s, which can include: interviews, pictures, maps, charts/graphs, etc.
- Summarize in written and/or graphic format specific technological innovations that helped improve settlement and trade.
- Conduct a discussion/debate about which invention studied had the greatest impact on American life.
- Compare and contrast the technology used to help fight wars, past and present, and how they changed how war was fought
- Understand causes of conflicts and how the same causes are reflected throughout history
- Work in groups for project-based learning
- Recognize the perspectives of different stakeholders
- Use digital tools to research historical biographies and present information

- Examine the ethical behaviors of leaders and the documents created that promoted fairness
- Explore current event stories on financial literacy
- Participate in service learning/fundraising activities
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

## RESOURCES

- <http://www.thehenryford.org/education/erb/2009NEHMiddleSchoolLessonPlanBooklet.pdf>
- <http://www.brainpop.com/educators/community/bp-topic/industrial-revolution/>
- <http://www.brighthubeducation.com/middle-school-history-lessons/38992-teaching-the-industrial-revolution-with-dr-seuss/>
- [http://www.pbs.org/wgbh/theymadeamerica/whomade/lowell\\_hi.html](http://www.pbs.org/wgbh/theymadeamerica/whomade/lowell_hi.html)
- <http://www.ushistory.org/us/25d.asp>
- <http://www.history.com/topics/andrew-carnegie>
- [http://www.americaslibrary.gov/aa/carnegie/aa\\_carnegie\\_phil\\_1.html](http://www.americaslibrary.gov/aa/carnegie/aa_carnegie_phil_1.html)
- <http://www.readwritethink.org/classroom-resources/calendar-activities/this-date-1901-andrew-20457.html>
- <http://www.pbs.org/wgbh/americanexperience/features/biography/rockefellers-john/>
- <http://www.history.com/topics/john-d-rockefeller>
- <http://www.tolerance.org/lesson/women-s-suffrage>
- <http://teacher.scholastic.com/activities/suffrage/>
- [http://www.glencoe.com/sites/common\\_assets/socialstudies/immigration/activities\\_middle\\_school.htm](http://www.glencoe.com/sites/common_assets/socialstudies/immigration/activities_middle_school.htm)
- <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/lessons/c-Immigration-Kendrick.pdf>

## ***BY THE END OF SIXTH GRADE***

### **UNIT FOUR: CIVIL WAR / RECONSTRUCTION PERIOD**

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#### **STATE STANDARDS**

##### **Social Studies**

- 6.1.8.A.5.A** Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- 6.1.8.A.5.B** Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- 6.1.8.B.5.A** Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.
- 6.1.8.C.5.A** Assess the human and material costs of the Civil War in the North and South.
- 6.1.8.C.5.B** Analyze the economic impact of Reconstruction on the South from different perspectives.
- 6.1.8.D.5.A** Prioritize the causes and events that led to the Civil War from different perspectives.
- 6.1.8.D.5.B** Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
- 6.1.8.D.5.C** Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.D.5.D** Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- 6.3.8.A.1** Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.D.1** Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

## **21<sup>st</sup> Century Skills**

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication
- 9.1.4.D.3** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.A.1** Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices
- 9.2.4.A.4** Understand the role that taxes and employee benefits effect income
- 9.2.4.B.1** Promote financial responsibility related to prioritizing between wants and needs, financial planning, investment, and charitable giving

## **Technology**

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.D.1** Practice cyber safety

## **BIG IDEA/COMMON THREADS**

The cultural, social, and regional conflicts that led to the Civil War are prevalent today and are expressed through our treatment of women’s rights, equality for all, and federal and state law.

## **ENDURING UNDERSTANDING**

- Questions of justice and equality in society can lead to conflict.

## **ESSENTIAL QUESTIONS**

- How and why are the Emancipation and Gettysburg Address continuing to impact American life?
- How did the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the south compare and contrast?
- How did the roles of geography, natural resources, demographics, transportation and technology affect the outcome Civil War?
- What was the human impact and material costs of the Civil War in both the north and south?



- What were the various viewpoints of southern reconstruction?
- How do perspectives of the causes and events of the Civil War differ?
- How do critical events in battles of the Civil War determine and contribute to the final outcome of the war?
- What were the roles of women, African Americans, and Native Americans in the Civil War?
- What were the tenants of the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments?
- How effective were the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution in the realization of its intentions?
- How do Americans deliberate on a public issue that affects an upcoming election, consider opposing arguments and develop a reasoned conclusion?
- In what ways do Americans engage in legislative hearings, judicial proceedings and elections to address conflicting points of view addressed in a Democratic society?

## **UNIT OBJECTIVES**

Students will be able to...

- Describe and analyze Lincoln's reasons and views on the writing of an order to free the slaves
- Summarize the Emancipation Proclamation & the Gettysburg Address and explain how these continue to impact citizens
- Analyze the Gettysburg address and its impact on the Civil War
- Compare and contrast the approaches demonstrated by Congress, Lincoln, and Johnson of the Reconstruction of the south
- Describe the roles geography, natural resources, demographics, transportation and technology had on the outcome of the Civil War
- Evaluate the success and failures of Reconstruction
- Describe the key differences between the north and south as well as conflicting attitudes, which led to increased tension
- Explain how the battles affected the outcome of the war
- Evaluate the roles of African-Americans, Native Americans and women in the war and their impact on the United States
- Describe the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments as well as their effectiveness
- Debate/discuss elements associated with elections

## **ASSESSMENTS**

- Quizzes/Tests
- Teacher Observations
- Projects
- Presentations
- End of the Chapter Review

## **SUGGESTED LEARNING ACTIVITIES**

Students will be able to...

- Compare and contrast using a Venn diagram, T-chart, etc., the North and the South, in terms of lifestyle, technology, economy, and social justice.
- Present the perspectives of various Americans, including Northern, Southern, and enslaved, during this historical period
- Research songs sung by slaves and create a present-day song encompassing information from the time of slavery
- Investigate diseases, which claimed the lives of slaves and present to the class
- Divide the class into two groups, one group will be members of Congress from free states and the other will be members of Congress from slave states. The groups will debate whether Missouri should be admitted as a free or slave state
- Create a detailed/illustrated timeline for the years 1819-1858
- Write a speech persuading voters to end slavery
- Divide the class into five groups and assign each one of the following topics: The Missouri Compromise, The Compromise of 1850, The Kansas-Nebraska Act, The Dred Scott Case and the Lincoln-Douglas debates. Each group will prepare and present a debate that provides both sides of the issue
- Summarize the Emancipation Proclamation
- Design a newspaper page, which focuses on an event that assisted in bringing the Civil War to an end (include headlines and other text features)
- Write a personal narrative from a slave's perspective about his/her experiences throughout the Civil War
- Study the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments to the Constitution and discuss their impact on the Reconstruction years
- Become a news reporter and "interview" a freed slave who still is subjected to prejudice after the Civil War
- Explain characteristics of conflict that the American Civil War has, namely...
  1. Participants:
    - A) North
    - B) South
  2. Issues:
    - A) Slavery
    - B) States Rights
  3. Possible Resolutions:
    - A) Missouri Compromise
    - B) Compromise of 1850
    - C) Kansas-Nebraska Act
    - D) Succession of the Southern States
    - E) Armed conflict (Fort Sumter, Bull Run, Antietam, Vicksburg, Gettysburg, Sherman's March to the Sea, etc)
  4. Outcomes and consequences
    - A) Surrender of the South
    - B) Lincoln's plans

- C) Johnson's plans
- D) Congressional plans
- E) Sharecropping, the Freedman's Bureau, and the new role of African- Americans

- Identify the national leaders who emerged during this conflict... for example, Lincoln, Davis, Lee and Grant.
- Understand causes of conflicts and how the same causes are reflected throughout history
- Work in groups for project-based learning
- Recognize the perspectives of different stakeholders
- Use digital tools to research historical biographies and present information
- Examine the ethical behaviors of leaders and the documents created that promoted fairness
- Explore current event stories on financial literacy
- Participate in service learning/fundraising activities
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

- **Resources**

- [http://www.teach-nology.com/worksheets/soc\\_studies/civil/](http://www.teach-nology.com/worksheets/soc_studies/civil/)
- <http://www.nea.org/tools/lessons/presidents-day-grades-6-8.html>
- <http://www.abrahamlincolnonline.org/lincoln/education/curriculum.htm>
- [http://www.pbs.org/civilwar/classroom/lesson\\_lincoln.html](http://www.pbs.org/civilwar/classroom/lesson_lincoln.html)
- <http://docsteach.org/activities/search?mode=browse&menu=open&era%5B%5D=civil-war-and-reconstruction>
- <http://www.scholastic.com/teachers/activity/reconstruction-history-mystery-activity>
- <http://www.civilwar.org/education/teachers/lesson-plans/>
- <http://www.scholastic.com/teachers/activity/civil-war-dear-america-activity>
- <http://www.pbs.org/civilwar/classroom/activities.html>
- <http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/middle-school/effects-of-the-war/>

### **N.J.A.C. 6A:8-3.1 Curriculum and instruction**

(a) District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the CCCS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

District boards of education shall be responsible for developing for all students with disabilities educational programs aligned with the CCCS with appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating **content, process, products, and learning environment**.

District boards of education shall be responsible for developing for ELLs English language assistance programs that are aligned to the CCCS and the English language development standards.

District boards of education shall provide the time and resources to develop, review, and enhance interdisciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills. The tools include, but are not limited to:

- i. A pacing guide;
- ii. A list of core instructional materials, including various levels of texts at each grade level;
- iii. Benchmark assessments; and
- iv. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.