



# **Social Studies Curriculum Grades 3-5**

**Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210**

# Grade 3-5

## Curriculum Framework

### Middle Township Middle School Social Studies Curriculum

| Grade Level<br>And Content:                  | K-5 Social Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Interdisciplinary Connections                | <ul style="list-style-type: none"> <li>• Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.</li> <li>• Authenticity - Projects use a real-world context (e.g., community and workplace problems) and address issues that matter to the students.</li> <li>• Applied Learning - Projects engage students in solving problems calling for competencies expected in high- performance work organizations (e.g., teamwork, problem- solving, communication, etc.).</li> <li>• Active Exploration - Projects extend beyond the classroom by connecting to internships, field-based investigations, and community explorations.</li> <li>• Adult Connections - Projects connect students with adult mentors and coaches from the wider community.</li> <li>• Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real- world standards of performance.</li> </ul> |
| Core Instructional Materials                 | Listed within individual curriculums and weekly lesson plans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Assessments                                  | <p><u>Summative</u>: Literacy and Math STAR, PARCC</p> <p><u>Formative</u>: Weekly Studies Weekly Tests/Quizzes, Unit Tests</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Modifications for Special Education Students | <ul style="list-style-type: none"> <li>• Follow all IEP modifications</li> <li>• Model assignments</li> <li>• Provide Brain Breaks</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                             | <ul style="list-style-type: none"> <li>• Chunk assignments</li> <li>• Use visuals</li> <li>• Introduce key vocabulary before lesson</li> <li>• Teacher reads aloud daily</li> <li>• Provide peer tutoring</li> <li>• Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> <li>• Choral reading</li> <li>• Chants, songs, Videos: Communities, government</li> <li>• Assign a picture or movement to vocabulary words</li> <li>• Small group instruction- guided reading and guided writing</li> <li>• Use books on tape</li> <li>• Allow extra time to complete assignments or tests</li> <li>• Work in a small group</li> <li>• Flexible grouping</li> <li>• Allow answers to be given orally or dictated</li> <li>• Have students repeat what was said</li> <li>• Scribe for students who cannot write</li> <li>• <a href="https://goalbookapp.com/">https://goalbookapp.com/</a></li> </ul> |
| Modifications for English Language Learners | <ul style="list-style-type: none"> <li>• Visuals: <a href="https://www.elcivics.com/">https://www.elcivics.com/</a></li> <li>• Gesturing</li> <li>• Use of realia and manipulatives</li> <li>• Simplified language / teacher talk / thinking aloud</li> <li>• Graphic organizers</li> <li>• Frequently check for understanding</li> <li>• Personal word walls / word rings</li> <li>• Introducing key vocabulary before lesson</li> <li>• Total physical response (TPR) activities</li> <li>• Cloze activities</li> <li>• Teacher modeling</li> <li>• Pattern sentences (speaking and/or writing)</li> <li>• Choral chanting</li> </ul>                                                                                                                                                                                                                                                                                                    |

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|                                                        | <ul style="list-style-type: none"> <li>• Small group instruction / cooperative learning</li> <li>• Allowing for additional wait time for student responses during conversations</li> <li>• Scaffolding questions and instructional language</li> <li>• Allowing students to show or use gestures if not yet able to produce oral language</li> <li>• Modeled and shared writing activities</li> <li>• Providing a student buddy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| Modifications for Students Who Lack Support for School | <ul style="list-style-type: none"> <li>• Provide peer tutoring</li> <li>• Use a strong student as a “buddy”</li> <li>• Use books on tape</li> <li>• Allow extra time to complete assignments or tests</li> <li>• Work in a small group</li> <li>• One on one instruction</li> <li>• Provide immediate praise and feedback</li> <li>• Provide high interest topics</li> <li>• Create a nurturing environment</li> <li>• Provide visuals</li> <li>• Be flexible with assignments and time frames</li> <li>• Provided needed academic resources</li> </ul>                                                                                                                                                                                                                                                                         |
| Modifications for Gifted Students                      | <ul style="list-style-type: none"> <li>• Encourage upper level intellectual behavior based on Bloom’s Taxonomy</li> <li>• Do not always be explicit, allow for discovery</li> <li>• Use centers and group students according to ability or interest: Gifted and Talented resources</li> <li>• Propose interest- based extension activities • use leveled texts and offer an advanced reader reading list</li> <li>• Use varied modes of pre- assessment and assessment</li> <li>• Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</li> <li>• Provide options,</li> </ul> <p>alternatives and choices to differentiate and broaden the curriculum</p> <ul style="list-style-type: none"> <li>• Organize and offer flexible small group learning activities</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Provide whole group enrichment explorations</li> <li>• Teach cognitive and methodological skills</li> <li>• Use center, stations, or contracts</li> <li>• Organize integrated problem- solving simulations</li> <li>• Debrief students</li> <li>• Propose interest- based extension activities</li> </ul> <p>Equipment Needed</p> <ul style="list-style-type: none"> <li>• Ask higher order thinking questions using</li> <li>• Discovery learning instead of explicit learning</li> <li>• Use centers and group students according to ability or interest</li> </ul> |
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## ***Current Events***

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

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

In order for students to be successful writers, writing must take place in all content areas. Communication with language arts teachers regarding the writing genres they have taught is crucial so that expectations for students are consistent across the content areas. Students should utilize their knowledge about writing to write about social studies content. The Social Studies teacher will provide regular opportunities for students to respond to topics related to the content in the forms of:

- *Outlines*
- *Captions*
- *Political cartoons*
- *Summaries*
- *Journal entries*
- *Open-ended questions*
- *Essays*
- *Research projects*

## ***Best Practices***

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

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

Communities and Our Human Geography

Citizens and Government

Expressions of Culture

## **Grade 3 Social Studies Scope and Sequence**

| Unit                                                                                                                                                                                                                                          | Months            | Estimated Pacing |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------|
| Unit 1: Communities and Our Human Geography                                                                                                                                                                                                   | September-October | 30 days          |
| Unit 2: Citizens and Government                                                                                                                                                                                                               | October-December  | 30 days          |
| Unit 3: Expressions of Culture<br>(Aligned with Reading and Writing Units:<br>Learning Through Reading:<br>Countries around the World,<br>Changing the World:<br>Persuasive Speeches Petitions and<br>Editorials and<br>Biography Book Clubs) | December-January  | 30 days          |

\*Suggested estimating pacing based on Social Studies MP1 and 2; Science MP3 and 4

# Unit 1

## Communities and Our Human Geography

| Grade 3 Social Studies - Unit 1 Communities and Our Human Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p style="text-align: center;"><b>NJSLS-Social Studies</b></p> <p><b>6.1 U.S. History: America in the World</b> – All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>6.3 Active Citizenship in the 21st century:</b> All Students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> |

### Indicators

| Core Ideas                                                                                                                   | Performance Expectations                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| There are different processes for establishing rules and laws.                                                               | 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.                                                                       |
| Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good. | 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.<br>6.1.5.CivicsPR.4: Explain how policies are developed to address public problems. |
| Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.                 | 6.1.5.GeoPP.2: 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.               |
| Patterns of settlement differ markedly from region to region, place to place, and time to time.                              | 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban, and rural communities and identify the factors that might attract individuals to that space.                       |

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| Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.                      | <p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States, and other countries.</p> <p>6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps, and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> |
| Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.                                               | <ul style="list-style-type: none"> <li>• 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</li> <li>• 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |
| The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.                         | 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.                               | • 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change. | 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



Economic decision making involves setting goals and identifying the resources available to achieve those goals.

6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

### Essential Questions

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

### Instructional Best Practices

#### **District Approach to Teaching Social Studies:**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

#### **Project Based Learning Project:**

- Students create a map of their neighborhood or school.

### Recommended Texts (Read Aloud & Close Reading)

- Social Studies Weekly:
  - Week 1: Community
  - Week 11: The Five Themes
  - Week 12: Location
  - Week 13: Place: Physical Characteristics
  - Week 14: Place: Human Characteristics
  - Week 15: Human: Environment Interaction
- Classroom and interactive maps and globes
- Read Aloud: Mapping Penny's World by Loreen Leedy
- Read Aloud: Types of Maps by Kevin Cunningham
- Read Aloud: The Little House by Virginia Burton
- Read Aloud: Me on the Map by Joan Sweeney
- Reading map lessons found throughout Journeys
- <https://www.brainpop.com/socialstudies/>

## **Standards that Support Learning**

### **New Jersey Student Learning Standards:**

#### **Reading Standards for Informational Text:**

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

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

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

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

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

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

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

**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

**RI.3.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

**RI.3.10** By the end of the year, read and comprehend literary nonfiction at grade level text -complexity or above, with scaffolding as needed.

#### **Writing Standards:**

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons. (a-d) **W.3.2**

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

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

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

#### **Financial Literacy:**

**9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

#### **Technology:**

**9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

**9.4.5.TL.1:** Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

**9.4.5.TL.2:** Sort and filter data in a spreadsheet to analyze findings.

**9.4.5.TL.3:** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

**9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.

#### **Career Ready Practices:**

**9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

**9.4.5.CI.2:** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

**9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

**9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

**9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

#### **Modifications for Diverse Learners**

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

# **Grade Three**

## **Unit 2**

## **Citizens and Government**

### **Grade 3 Social Studies - Unit 2 Citizens and Government**

#### **NJSLS-Social Studies**

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

## Indicators

| Core Ideas                                                                                                                                | Performance Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). | <p>6.1.5 Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p>6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| A major role of citizens in a representative democracy is to make responsible decisions about who should govern.                          | <p>6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Certain dispositions help individuals contribute sources to the health of American democracy.                                             | <ul style="list-style-type: none"> <li>• 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</li> <li>• 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.</li> <li>• 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</li> <li>• 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</li> <li>• 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</li> </ul> |
| A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.    | <p>• 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Chronological sequencing helps us track events over time                                                                                  | <p>• 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| Interactions of people and events throughout history have shaped the world we experience today.                                                                      | <ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</li> <li>• 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</li> <li>• 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</li> </ul> |
| Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change. | 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.<br>6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.                                                                                                                                                                                                                                                                          |
| Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.                                                           | 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.                                               | 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.                                                                                                                                                                                                                                                                                                                                                                                                                                            |

#### Essential Questions

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How does our complex state history shape the identity of New Jersey today?

#### Instructional Best Practices

##### **District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

##### **Project Based Learning Project:**

- Students will research a person from early American history (i.e. Washington, Jefferson, Franklin, etc.) and create a poster of their influences on America's government

**Recommended Texts**  
**(Read Aloud & Close Reading)**

- Social Studies Weekly:
  - Week 3: Government
  - Week 4: Important Documents
  - Week 5: Structure of Government
  - Week 6: Conflict and Compromise
  - Week 7: Citizens
  - Week 8: Patriotism and National Symbols
- Read Aloud: What are State and Local Governments? By Sarah Machajewski
- Read Aloud: If Everybody Did by Jo Ann Stover (Launch unit with this read aloud)
- Read Aloud: Civil Responsibilities by Karen Kenney
- archives.gov website for primary sources
- Grace for President by Kelly S. DiPuccio
- Vote by Eileen Christelow
- <https://www.brainpop.com/socialstudies/>
- [www.nationalgeographic.com](http://www.nationalgeographic.com)

**Standards that Support Learning**  
**New Jersey Student Learning Standards:**

**Reading Standards for Informational Text:**

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

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

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

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

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

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

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

**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)to support specific points the author makes in a text.

**RI.3.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

**RI.3.10** By the end of the year, read and comprehend literary nonfiction at grade level text -complexity or above, with scaffolding as needed.

**Writing Standards:**

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

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

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

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

**Financial Literacy:**

**9.1.5.FP.4:** Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

**Technology:**

**9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

**Career Ready Practices:**

**9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. **9.2.5.CAP.2:** Identify how you might like to earn an income.

**9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

**9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

**Modifications for Diverse Learners**

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions.

## Unit 3

# Expressions of Culture

**Aligned with Reading and Writing Units:**

Learning Through Reading: Countries around the World

Changing the World: Persuasive Speeches Petitions and Editorials

Biography Book Clubs

**Grade 3 Social Studies - Unit 3 Expressions of Culture****NJSLS-Social Studies**

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

## Indicators

| Core Ideas                                                                                                                          | Performance Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| There are different processes for establishing rules and laws.                                                                      | 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. | 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.  | <ul style="list-style-type: none"> <li>• 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</li> <li>• 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</li> <li>• 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.</li> </ul> |
| Individuals have the right to be safe and not to be bullied or discriminated against.                                               | 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Certain dispositions help individuals contribute to the health of American democracy.                                               | 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Events may be viewed differently based on one's perspective.                                                                        | 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.           | 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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| Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. | 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials. |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Essential Questions

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

### Instructional Best Practices

#### **District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

#### **Project Based Learning Project:**

- Students will research groups who immigrated to the United States/New Jersey, and why they came, whether voluntary or involuntary.

### Recommended Texts (Read Aloud & Close Reading)

- Studies Weekly:
  - Week 17: Culture
  - Week 18: Regions of the World Part 1
  - Week 19: Regions of the World Part 2
- Classroom and interactive maps and globes
- Read Aloud: One Green Apple by Eve Bunting (use to launch)
- Read Aloud: How My Parents Learned to Eat by Ina Friedman
- Read Aloud: A Place Called Freedom by Scott Russell Sanders (pg. 150-153)
- Read Aloud: If Your Name was Changed at Ellis Island
- Read Aloud: The Name Jar by Yangsook Choi
- Read Aloud: Grandfather's Journey by Allen Say
- Read Aloud: Henry's Freedom Box written by Ellen Levine
- Ellis Island virtual webquest
- Close Read: "Dances Around the World"
- <https://www.brainpop.com/socialstudies/>

### **Suggested Assessments**

- Reader's Theatre
- RAFT Choice Boards
- Make a picture Dictionary/Vocabulary Cards
- Poster/PowerPoint Project
- Research students country of origin
- Research how cultures and communities celebrate holidays around the world
- Research and create an informational pamphlet for the different cultures studied
- Conduct a short research project with a culminating opinion, informative or explanatory piece of writing
- Open-ended questions based upon the essential questions
- Tests and Quizzes
- Writing pre and post assessments can be utilized during this unit

### **Standards that Support Learning**

#### **New Jersey Student Learning Standards:**

##### **Reading Standards for Informational Text:**

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

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

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

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

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

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

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

**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

**RI.3.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

**RI.3.10** By the end of the year, read and comprehend literary nonfiction at grade level text -complexity or above, with scaffolding as needed.

##### **Writing Standards:**

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons. (a-d) **W.3.2**

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

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

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

##### **Technology:**

**9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

##### **Career Ready Practices:**

**9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

### **Modifications for Diverse Learners**

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

# **Grade 4**

Geography and Human Impact

Government

Civic Activism

Economy

Regions

## **Grade 4 Social Studies Scope and Sequence**

| Unit                               | Months            | Estimated Pacing |
|------------------------------------|-------------------|------------------|
| Unit 1: Geography and Human Impact | September         | 10 days          |
| Unit 2: Government                 | September-October | 18 days          |
| Unit 3: Civic Activism             | November          | 20 days          |
| Unit 4: Regions                    | December          | 22 days          |
| Unit 5: Economy                    | January           | 20 days          |

\*Suggested estimating pacing based on Social Studies MP1 and MP2; Science MP3 and MP4

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

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

| <b>Core Ideas</b>                                                                               | <b>Performance Expectations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Chronological sequencing helps us track events over time.                                       | <ul style="list-style-type: none"><li>• 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</li><li>• 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</li></ul>                                                                                                                                                                                                                                                                                                                                                                           |
| Interactions of people and events throughout history have shaped the world we experience today. | <ul style="list-style-type: none"><li>• 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</li><li>• 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</li><li>• 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</li></ul> |
| Historical records are shaped by the society that the creator lived in.                         | <ul style="list-style-type: none"><li>• 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources, and events.</li><li>• 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</li><li>• 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li></ul>                                                                                                                                                                                                                  |

# Unit 1

## Geography and Human Impact

| Grade 4 Social Studies - Unit 1 Geography and Human Impact                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>6.1 U.S. History: America in the World</b> – All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Core Ideas                                                                                                                                                                                                                                                                                                                                                                                                                                | Performance Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</li> <li>• 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States, and other countries.</li> <li>• 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps, and globes to measure distances and determine time zones, and locations using latitude and longitude.</li> </ul> |
| Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</li> <li>• 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the</li> </ul>                                                                                                                                                                                                                                                                                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                 |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | environment in New Jersey and the United States (e.g., energy, transportation, communications). |
| <p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                 |
| <p><b>Project Based Learning Project:</b></p> <ul style="list-style-type: none"> <li>Using Google Earth, students will research the changes to the coast of the United States/New Jersey, especially our barrier islands. Then they will work to find solutions to climate change, causing these changes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                 |
| <p style="text-align: center;"><b>Instructional Best Practices</b></p> <p><b><u>District Approach to Teaching Social Studies</u></b><br/> <b>Introduction of Critical Content:</b> Students are presented with the unit goal, learning target, and relationship to previous learning experiences.<br/> <b>Focus Lesson:</b> The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.<br/> <b>Application:</b> Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.<br/> <b>Share:</b> Students may be provided opportunities to reflect on their learning.</p>                                     |                                                                                                 |
| <p style="text-align: center;"><b>Recommended Texts<br/>(Read Aloud &amp; Close Reading)</b></p> <ul style="list-style-type: none"> <li>Studies Weekly <ul style="list-style-type: none"> <li>Week 1: NJ Geography and Climate</li> <li>Week 2: Regions</li> </ul> </li> <li>"Looking at the United States"</li> <li>"Road Trip U.S.A."</li> <li>"Finding Your Way Around"</li> <li><u>Mapping Penny's World</u> by Loreen Leedy</li> <li><u>US Geography Through Infographics</u> by Nadia Higgins</li> <li><u>Atlas of Adventures</u> by Rachel Williams</li> <li><u>Time Z</u></li> </ul>                                                                                                                                                                                |                                                                                                 |
| <p style="text-align: center;"><b>Suggested Assessments</b></p> <ul style="list-style-type: none"> <li>Make an atlas</li> <li>"United States Trivia" (See Social Studies in Action textbook resource p.10)</li> <li>"Where in the United States Am I?" (See Social Studies in Action textbook resource p.10)</li> <li>Create a political map of a region or area (NJ). Use longitude and latitude to describe the locations of specific places within that area. Use map scale to show distance.</li> <li>Design the layout of a park using all the geography skills taught within this unit.</li> <li>Create a presentation outlining and describing how time zones work.</li> <li>Open-ended questions based on essential questions</li> <li>tests and quizzes</li> </ul> |                                                                                                 |
| <p style="text-align: center;"><b>Standards that Support Learning</b></p> <p><b>New Jersey Student Learning Standards:</b></p> <p><b>Reading Standards for Informational Text:</b><br/> <b>RI.4.1</b> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                 |

**RI.4.2** Determine the main idea of a text, and explain how it is supported by key details; summarize the text.

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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

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

**RI.4.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.9** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10** By the end of year, read and comprehend literary nonfiction at grade level text -complexity or above, with scaffolding as needed.

**Writing Standards:**

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

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

**Technology:**

**8.1.5.A.1-** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**8.1.5.D.3-** Demonstrate an understanding of the need to practice cyber safety, cyber security, cyber security, and cyber ethics when using technology and social media.

**Career Ready Practices:**

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**Modifications for Diverse Learners**

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

# Unit 2

## Government

| Grade 4 Social Studies - Unit 3 Government                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>6.1 U.S. History: America in the World</b> – All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                            |
| Grade 4 Social Studies - Unit 3 Government                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                            |
| <b>6.1 U.S. History: America in the World</b> – All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.<br><b>6.3 Active Citizenship in the 21<sup>st</sup> Century</b><br>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. |                                                                                                                                                                                                                                                                                                                                                                            |
| Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                            |
| Core Ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Performance Expectations                                                                                                                                                                                                                                                                                                                                                   |
| In a representative democracy, individuals play a role in how government functions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</li> <li>• 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</li> </ul> |
| In a representative democracy, individuals elect representatives to act on the behalf of the people.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | •6.1.5.CivicsPI.3: 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.                                                                                                                                                       |



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| Levels of government (i.e., local, state, and federal) have different powers and responsibilities.                                        | <ul style="list-style-type: none"> <li>• 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state, and across the United States.</li> <li>• 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</li> <li>• 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</li> <li>• 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</li> <li>• 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</li> <li>• 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</li> </ul> |
| Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). | <ul style="list-style-type: none"> <li>• 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</li> <li>• 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| A major role of citizens in a representative democracy is to make responsible decisions about who should govern.                          | <ul style="list-style-type: none"> <li>• 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.        | <ul style="list-style-type: none"> <li>• 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</li> <li>• 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</li> <li>• 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>                                                                                                                  |
| Historical records are shaped by the society that the creator lived in.                                                                   | <ul style="list-style-type: none"> <li>• 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources, and events.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| Economic decision making involves setting goals and identifying the resources available to achieve those goals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | •6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.           |
| The government uses a variety of tools to pay for goods and services it provides to individuals and communities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | •6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides. |
| <p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>• How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                        |
| <p style="text-align: center;"><b>Project Based Learning Project:</b></p> <ul style="list-style-type: none"> <li>• Students will investigate an economic issue that impacts children (I.e., poverty, schools, food shortages) and propose a solution.</li> <li>• Students will work in groups to examine in depth each of the Bill of Rights (1<sup>st</sup> ten amendments).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                        |
| <p style="text-align: center;"><b>Instructional Best Practices</b></p> <p><b><u>District Approach to Teaching Social Studies</u></b><br/> <u>Introduction of Critical Content:</u> Students are presented with the unit goal, learning target, and relationship to previous learning experiences.<br/> <u>Focus Lesson:</u> The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.<br/> <u>Application:</u> Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.<br/> <u>Share:</u> Students may be provided opportunities to reflect on their learning.</p>                                                                                                                                                                        |                                                                                                        |
| <p style="text-align: center;"><b>Recommended Texts<br/>(Read Aloud &amp; Close Reading)</b></p> <ul style="list-style-type: none"> <li>• Studies Weekly: <ul style="list-style-type: none"> <li>◦ Week 17: Federal Government and States' Rights</li> </ul> </li> <li>• <u>Lady Liberty: A Biography</u> by Doreen Rappaport</li> <li>• <u>Shh! We're Writing the Constitution</u> by Jean Fritz</li> <li>• <u>Madame President</u> by Lane Smith</li> <li>• <u>How the U.S. Government Works</u> by Sly Sobel</li> <li>• <u>Noah Webster: Weaver of Words</u> by Pegi Deitz Shae</li> <li>• <u>US Government Through Infographics</u> by Nadia Higgins</li> <li>• <u>A More Perfect Union: The Story of Our Constitution</u> by Betsy Maestro</li> <li>• <u>Our Government: The Three Branches</u> by Teacher Created Materials</li> <li>• <u>The Scarlet Stockings Spy</u> by Trinka Hakes Noble</li> </ul> |                                                                                                        |
| <p style="text-align: center;"><b>Suggested Assessments</b></p> <ul style="list-style-type: none"> <li>• Propose a new amendment to the Constitution and provide the reasoning for it.</li> <li>• Debate the validity of a specific bill becoming a law.</li> <li>• "Building A Government" (See Social Studies in Action textbook resource p.11)</li> <li>• Research and then create a presentation where you will: <ul style="list-style-type: none"> <li>-Identify a problem; and a bill or law that attempts to solve it</li> <li>-Explain one way the bill or law attempts to solve the problem</li> <li>-Provide reasons for whether you agree or disagree with the bill or law by explaining how the law or policy promotes a right or democratic ideal with one or more</li> </ul> </li> </ul>                                                                                                         |                                                                                                        |

supporting details.

- Research and write about how checks and balances benefit our government; relate checks and balances to any other part of your life or in society and describe any connection you may see.
- Write about which amendment in the Constitution you feel is the most important and why.
- Open-ended questions based on essential questions
- tests and quizzes

### **Standards that Support Learning**

#### **New Jersey Student Learning Standards:**

##### **Reading Standards for Informational Text:**

**RI.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.2** Determine the main idea of a text, and explain how it is supported by key details; summarize the text.

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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

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

**RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**RI.4.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.9** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10** By the end of year, read and comprehend literary nonfiction at grade level text -complexity or above, with scaffolding as needed.

##### **Writing Standards:**

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

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

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

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

##### **Technology:**

**8.1.5.A.1-** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**8.1.5.D.3-** Demonstrate an understanding of the need to practice cyber safety, cyber security, cyber security, and cyber ethics when using technology and social media.

##### **Career Ready Practices:**

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.3: Describe how digital tools and technology may be used to

solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

#### **Modifications for Diverse Learners**

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

## **Unit 3**

# **Civic Activism/Leadership**

### **Grade 4 Social Studies - Unit 3: Civic Action/Leadership**

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

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

#### **Indicators**

| <b>Core Ideas</b>                                                                                                                   | <b>Performance Expectations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.  | <ul style="list-style-type: none"><li>• 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</li><li>• 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.</li></ul> |
| Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. | <ul style="list-style-type: none"><li>• 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li></ul>                                                                                                                                                                                                                                                                                     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.</li> <li>• 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</li> </ul>                                                                                     |
| Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.</li> </ul>                                                                                                                                                                                                                                                              |
| Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</li> </ul>                                                                                                                                                                                                                                                               |
| In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</li> </ul>                                                                                                                                                                                                                                                              |
| Historical records are shaped by the society that the creator lived in.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources, and events.</li> <li>• 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</li> <li>• 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul> |
| <p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Project Based Learning Project:</b></p> <ul style="list-style-type: none"> <li>• Students will create brochures after researching influential people from history, focusing on Black History.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p style="text-align: center;"><b>Instructional Best Practices</b></p> <p><b><u>District Approach to Teaching Social Studies</u></b><br/> <b>Introduction of Critical Content:</b> Students are presented with the unit goal, learning target, and relationship to previous learning experiences.<br/> <b>Focus Lesson:</b> The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.<br/> <b>Application:</b> Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.<br/> <b>Share:</b> Students may be provided opportunities to reflect on their learning.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Recommended Texts</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

### (Read Aloud & Close Reading)

- Studies Weekly:
  - Week 4: Native Americans Defining Culture
  - Week 5: Early Explorers
  - Week 8: Slavery and the Slave Trade
  - Week 18: Slavery Abolished
  - Week 19: Women's Rights
  - Week 23: Immigration and Migration
- See read alouds and resources relating to the 4th Grade Social Issues reading unit
- I Am Martin Luther King, Jr by Brian Meltzer
- Separate is Never Equal by Duncan Tonatiuh
- Sit-In: How Four Friends Stood Up by Sitting Down by Andrea Davis Pinkney
- Digital resources: Newsela.com, ReadWorks

### Suggested Assessments

- Schoolwide event
- Community fundraiser
- Create an action plan to address a particular issue.
- Research a current or historical figure that worked to address social change.
- Develop an advocacy project to inform others about environmental issues relating to a particular community, region, or area.
- Open-ended questions based on essential questions
- Tests and Quizzes

### Standards that Support Learning

#### New Jersey Student Learning Standards:

##### Reading Standards for Informational Text:

**RI.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.2** Determine the main idea of a text, and explain how it is supported by key details; summarize the text.

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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

**RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. **RI.4.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.9** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10** By the end of year, read and comprehend literary nonfiction at grade level text -complexity or above, with scaffolding as needed.

##### Writing Standards:

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

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

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

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

**Technology:**

**8.1.5.A.1-** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**8.1.5.D.3-** Demonstrate an understanding of the need to practice cyber safety, cyber security, cyber security, and cyber ethics when using technology and social media.

**Career Ready:**

**9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

**9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

**9.4.5.CI.2:** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

**9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand ones thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

**9.4.5.CI.4:** Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

**9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

**9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

**9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.

**9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**Modifications for Diverse Learners**

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

## Unit 4

# Regions and Resources

| Grade 4 Social Studies - Unit 5 Regions                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>6.1 U.S. History: America in the World</b> – All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Core Ideas                                                                                                                                                                                                                                                                                                                                                                                                                                | Performance Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Regions form and change as a result of unique physical characteristics and conditions, economies, and cultures.                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li> <li>• 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</li> <li>• 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</li> </ul> |
| Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</li> </ul>                                                                                                                                                                                                                                                                                                          |
| A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |
| Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |
| Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |



**Project Based Learning Project:**

- Students will research each of the counties within New Jersey, examine their resources, economy, people, etc.

**Instructional Best Practices****District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

**Recommended Texts  
(Read Aloud & Close Reading)**

- Studies Weekly:
  - Week 2: Regions
  - Week 7: Farmers and Fur Traders
  - Week 9: Colonial America
- “Greetings from the Northeast”
- “Destination: The Southeast”
- “Introducing the Midwest”
- “Welcome to the Southwest”
- “This Is the West”
- “Central Park: New York City’s Backyard”
- “A Musical Heritage”
- “The Gateway Arch”
- “Home on the Range: The Story of Cowboys”
- “Gold Fever”
- “Stories from the Northeast”
- “Chicago: Birthplace of Skyscrapers”
- “John Wesley Powell and the Colorado River”
- “Hang Ten: The History of Surfing”
- What are the US Regions by Maureen Picard Robinson
- National Parks of the USA by Kate Siber

**Suggested Assessments**

- Create a museum display of a region.
- Design a travel brochure for a region persuading people to visit.
- Write a newspaper article about the events of a region.
- Design a bulletin board for a region.
- Write a scene describing a region
- Conduct a short research project to explore different aspects of a topic, with a culminating opinion, informative or explanatory piece of writing.
- Write a persuasive argument for living in a particular region.
- Open-ended questions based on essential questions
- tests and quizzes

**Standards that Support Learning  
New Jersey Student Learning Standards:**

**Reading Standards for Informational Text:**

**RI.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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

**RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**RI.4.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.9** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10** By the end of year, read and comprehend literary nonfiction at grade level text -complexity or above, with scaffolding as needed.

#### **Writing Standards:**

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

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

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

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

#### **Technology:**

**8.1.5.A.1-** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**8.1.5.D.3-** Demonstrate an understanding of the need to practice cyber safety, cyber security, cyber security, and cyber ethics when using technology and social media.

#### **Career Ready Practices:**

9.1.5.CP.1: Identify the advantages of maintaining a positive credit history.

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

9.1.5.EG.2: Describe how tax monies are spent

9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals. 9.1.5.

EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5. EG.5: Identify sources of consumer protection and assistance.

9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.5.FP.2: Identify the elements of being a good steward of money.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.  
 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).  
 9.1.5.RMI.1: Identify risks that individuals and households face.  
 9.1.5.RMI.2: Justify reasons to have insurance.  
 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.  
 9.2.5.CAP.7: Identify factors to consider before starting a business.

#### **Modifications for Diverse Learners**

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

## **Unit 5**

## **Economy**

#### **Grade 4 Social Studies - Unit 4 Economy**

**6.1 U.S. History: America in the World** – All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### **Indicators**

| <b>Core Ideas</b>                                                                                               | <b>Performance Expectations</b>                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Economic decision making involves setting goals and identifying the resources available to achieve those goals. | <ul style="list-style-type: none"> <li>• 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</li> </ul> |

|                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</p>                       | <ul style="list-style-type: none"> <li>• 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</li> <li>• 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</p> | <ul style="list-style-type: none"> <li>• 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</li> <li>• 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</li> <li>• 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</li> </ul>                                                                                                                                                                                                                                                                                                                                                              |
| <p>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</p>       | <ul style="list-style-type: none"> <li>• 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States</li> <li>• 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> <li>• 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</li> <li>• 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.</li> <li>• 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> </ul> |
| <p>Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</p>                                     | <ul style="list-style-type: none"> <li>• 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</li> <li>• 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.</li> <li>• 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</li> </ul>                                                                                                                                                                                                                                                                        |

### **Essential Questions**

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

### **Project Based Learning Project:**

- Students will create a business that they feel is needed in our area. They will determine what goods they will need to start it, where it would work best, and what they would do to promote their business.

### **Instructional Best Practices**

#### **District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

### **Recommended Texts (Read Aloud & Close Reading)**

- Studies Weekly:
  - Week 20: Early Industry in New Jersey
  - Week 21: Inventors and Inventions
  - Week 26: Economy and Industry Today
  - Week 27: Leisure and Arts in New Jersey
- What Color is My World?: The Lost History of African-American Inventors by Kareem Abdul-Jabbar & Raymond Obstfeld
- Beyond the Lemonade Stand by Bill Rancic
- You Can't Buy a Dinosaur With a Dime: Problem-solving in Dollars and Cents by Harriet Ziefert
- Economics Through Infographics by Karen Latchana Kenney
- Orson's Lesson in Wealth: Financial Education for Children by Karl Woodhouse
- The Inventor's Secret: What Thomas Edison Told Henry Ford by Suzanne Slade

### **Suggested Assessments**

- Create an item to sell considering need, supply, demand. Present it to your class for discussion.
- Watch an episode or clip of the television show "Shark Tank" and write up your analysis of how well the product and presenter did. Do you think the item will sell? Use some of the vocabulary from this unit to support your ideas.
- Research a NJ inventor and create a presentation.
- Research some items that are produced or manufactured in NJ. What are some items that NJ may need to bring in from other states or countries?
- Open-ended questions based on essential questions
- tests and quizzes

**Standards that Support Learning**  
**New Jersey Student Learning Standards:**

**Reading Standards for Informational Text:**

**RI.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.2** Determine the main idea of a text, and explain how it is supported by key details; summarize the text.

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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

**RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**RI.4.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.9** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10** By the end of year, read and comprehend literary nonfiction at grade level text -complexity or above, with scaffolding as needed.

**Writing Standards:**

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

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

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

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

**Technology:**

**8.1.5.A.1-** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**8.1.5.D.3-** Demonstrate an understanding of the need to practice cyber safety, cyber security, cyber security, and cyber ethics when using technology and social media.

**Career Ready Practices:**

9.1.5.CP.1: Identify the advantages of maintaining a positive credit history.

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

9.1.5.EG.2: Describe how tax monies are spent

9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals. 9.1.5.

EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5. EG.5: Identify sources of consumer protection and assistance.

9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.5.FP.2: Identify the elements of being a good steward of money.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).  
 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.  
 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).  
 9.1.5.RMI.1: Identify risks that individuals and households face.  
 9.1.5.RMI.2: Justify reasons to have insurance.  
 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.  
 9.2.5.CAP.7: Identify factors to consider before starting a business.

#### **Modifications for Diverse Learners**

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussion.

# **Grade Five**

Three Worlds Meet: Native Americans/Age of Exploration

Colonizing America

Independence and a New Government

## **Grade 5 Social Studies Scope and Sequence**

| Unit                                                                                                                                                    | Months            | Suggesting Pacing* |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|
| Unit 1: Three Worlds Meet<br>(Beginnings to 1620)<br><ul style="list-style-type: none"> <li>• Native Americans</li> <li>• Age of Exploration</li> </ul> | September-October | 30 days            |
| Unit 2: Colonization and<br>Settlement (1585-1763)                                                                                                      | October-December  | 20 days            |
| Unit 3: Revolution and The<br>New Nation (1754-1820)                                                                                                    | December-January  | 40 days            |

\*Suggested estimating pacing based on Social Studies MP1 and 2; Science MP3 and 4

# Unit 1

## Three Worlds Meet

### Part 1: Native American

### Part 2: Age of Exploration

|                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade 5 Unit 1 Part 1</b><br><b>Unit Title: Native Americans</b>                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                            |
| <b>6.2 WORLD HISTORY/GLOBAL STUDIES:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |                                                                                                                                                                                                            |
| <b>Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |
| <b>Core Ideas</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>Performance Expectations</b>                                                                                                                                                                            |
| Patterns of settlement differ markedly from region to region, place to place, and time to time.                                                                                                                                                                                                                                                                                                  | • 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.                                                        |
| The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition their experiences differed.                                                                                                                                                                                                                                 | • 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why.                                                                   |
| Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.                                                                                                                                                                                                                                                  | • 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. |
| Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.                                                                                                                                                                                                                                                                           | • 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.                                                                            |
| Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.                                                                                                                                                                                         | • 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.                                                       |
| Interactions of people and events throughout history have shaped the world we experience today.                                                                                                                                                                                                                                                                                                  | • 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.                                                 |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</li> </ul>                                                                                                                      |
| Events may be viewed differently based on one's perspective.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>• 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</li> </ul> |
| <b>New Jersey Student Learning Standards for Social Studies:</b><br>Core Idea: Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                     |
| <p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, soc</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                     |
| <p style="text-align: center;"><b>Instructional Best Practices</b></p> <p><b><u>District Approach to Teaching Social Studies</u></b><br/> <u>Introduction of Critical Content:</u> Students are presented with the unit goal, learning target, and relationship to previous learning experiences.<br/> <u>Focus Lesson:</u> The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.<br/> <u>Application:</u> Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.<br/> <u>Share:</u> Students may be provided opportunities to reflect on their learning.</p>                                           |                                                                                                                                                                                                                                                                                                                                                                     |
| <p style="text-align: center;"><b>Recommended Texts<br/>(Read Aloud &amp; Close Reading)</b></p> <ul style="list-style-type: none"> <li>• Studies Weekly:               <ul style="list-style-type: none"> <li>○ Week 3: Life in the Americas</li> <li>○ Week 4: American Indian Government and Trade</li> </ul> </li> <li>• Video Book: <a href="https://www.youtube.com/watch?v=V3kiGXYfg78">https://www.youtube.com/watch?v=V3kiGXYfg78</a></li> <li>• Non-fiction web sites: <a href="https://www.tweentribune.com/teacher/">https://www.tweentribune.com/teacher/</a> <ul style="list-style-type: none"> <li>○ <a href="http://www.newsela">www.newsela</a></li> </ul> </li> </ul>                                                                                           |                                                                                                                                                                                                                                                                                                                                                                     |
| <p style="text-align: center;"><b>Suggested Assessments</b></p> <ul style="list-style-type: none"> <li>• Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.</li> <li>• Research American Indian nations and prepare a presentation depicting the ways they lived.</li> <li>• Make a single map to show where many different American Indian nations lived.</li> <li>• Research an American Indian nation and write an informative essay about its culture.</li> <li>• Research and write an essay about life in an Ancient Pueblo village.</li> <li>• Lesson quizzes</li> <li>• Unit Tests</li> <li>• Open ended questions based on essential questions</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                     |

**Project Based Learning Project-**

~ Research a Native American Tribe, create a diorama about the tribe.

**Standards that Support Learning****New Jersey Student Learning Standards:****Reading Standards for Informational Text:**

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

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

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

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

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

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

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

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

**RI.5.9** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.5.10** By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**Writing Standards:**

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

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

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

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

**Technology:**

**8.1.5.A.1-** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**8.1.5.D.3-** Demonstrate an understanding of the need to practice cyber safety, cyber security, cyber security, and cyber ethics when using technology and social media.

**Career Ready Practices:**

**9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

**9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

**9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.

**9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

**9.4.5.TL.4:** Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

**9.4.5.TL.5:** Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

#### **Modifications for Diverse Learners**

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions

### Grades 3-5 Social Studies Units of Study

#### **Grade 5 Unit 1 Part 2**

##### **Unit Title: Three Worlds Meet: The Age of Exploration**

**6.1 U.S. History: America in the World** – All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### **Indicators**

| <b>Core Ideas</b>                                                                                                                                                                                        | <b>Performance Expectations</b>                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. | • 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.                                                       |
| A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.                                                                   | • 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</li> <li>• 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</li> </ul>                                                                                                                 |
| Interactions of people and events throughout history have shaped the world we experience today.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>• 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</li> </ul> |
| There are a variety of sources that help us understand the past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</li> </ul>                                                                                                                                                           |
| <p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>• How have scientific and technological developments over the course of history changed the way people live and economies and government's function?</li> </ul>                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p style="text-align: center;"><b>Instructional Best Practices</b></p> <p><b><u>District Approach to Teaching Social Studies</u></b></p> <p><u>Introduction of Critical Content:</u> Students are presented with the unit goal, learning target, and relationship to previous learning experiences.</p> <p><u>Focus Lesson:</u> The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.</p> <p><u>Application:</u> Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.</p> <p><u>Share:</u> Students may be provided opportunities to reflect on their learning.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p style="text-align: center;"><b>Recommended Texts</b><br/><b>(Read Aloud &amp; Close Reading)</b></p> <ul style="list-style-type: none"> <li>• Studies Weekly: <ul style="list-style-type: none"> <li>• Week 5: The Age of Encounters</li> <li>• Week 6: Consequences of Contact</li> </ul> </li> <li>• <a href="https://www.the-best-childrens-books.org/Age-of-Exploration.html">https://www.the-best-childrens-books.org/Age-of-Exploration.html</a></li> <li>• <u>Encounter</u> by Jane Yolen</li> <li>• <u>Magellan's World</u> by Stuart Waldman</li> </ul>                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                |

### **Suggested Assessments**

- Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.
- Research American Indian nations and prepare a presentation depicting the ways they lived.
- Make a single map to show where many different American Indian nations lived.
- Research an American Indian nation and write an informative essay about its culture.
- Research and write an essay about life in an Ancient Pueblo village.
- Lesson quizzes
- Unit Tests
- Open ended questions based on essential questions

### **Project Based Learning Unit:**

- Students will research an explorer and create a life size replica of the explorer, along with information

### **Standards that Support Learning**

#### **New Jersey Student Learning Standards:**

#### **Reading Standards for Informational Text:**

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

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

**Technology:**

**8.1.5.A.1-** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**8.1.5.D.3-** Demonstrate an understanding of the need to practice cyber safety, cyber security, cyber security, and cyber ethics when using technology and social media.

**9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

**9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

**9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.

**9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

**9.4.5.TL.4:** Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

**9.4.5.TL.5:** Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

**Modifications for Diverse Learners**

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions

## Unit 2

# Colonizing America

**Grade 5 Unit 2**

**Unit Title: Colonization and Settlement**

**6.1 U.S. History: America in the World** – All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

| Indicators                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Core Ideas                                                                                                                                                                                               | Performance Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. | <ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</li> <li>• 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>• 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</li> <li>• 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> <li>• 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</li> <li>• 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</li> <li>• 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.</li> <li>• 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</li> <li>• 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</li> <li>• 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</li> </ul> |

|                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Events may be viewed differently based on one's perspective.                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</li> <li>• 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>• 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</li> <li>• 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</li> </ul> |
| Historical records are shaped by the society that the creator lived in.                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Compare and contrast historians' interpretations of important historical ideas, resources, and events.</li> <li>• 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</li> <li>• 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> <li>• 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</li> </ul>                                     |
| Historians use evidence from multiple sources to support their claims and arguments about the past.                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• 6.1.5. HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.                                                                                                                                                  | <ul style="list-style-type: none"> <li>• 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



## **Instructional Best Practices**

### **District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

### **Recommended Texts (Read Aloud & Close Reading)**

- Studies Weekly:
  - Week 7: The Colonies and Their Founding
  - Week 8: Jamestown
  - Week 9: Plymouth
  - Week 10: Colonial Life
- Blood on the River: Jamestown, 1607 by Elisa Carbone
- 

### **Project Based Learning**

- Students will work in groups to research the colonies and create a “map” of the colonies, along with information about the lifestyle, economy, climate, etc.

### **Suggested Assessments**

- Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.
- Research American Indian nations and prepare a presentation depicting the ways they lived.
- Make a single map to show where many different American Indian nations lived.
- Research an American Indian nation and write an informative essay about its culture.
- Research and write an essay about life in an Ancient Pueblo village.
- Lesson quizzes
- Unit Tests
- Open ended questions based on essential questions

## **New Jersey Student Learning Standards:**

### **Reading Standards for Informational Text:**

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

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

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

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

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

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

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

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

**RI.5.9** Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.5.10** By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**Writing Standards:**

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

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

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

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

**Technology:**

**8.1.5.A.1-** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**8.1.5.D.3-** Demonstrate an understanding of the need to practice cyber safety, cyber security, cyber security, and cyber ethics when using technology and social media.

**Career Ready Practices:**

CRP6. Demonstrate creativity and innovation

CRP8. Utilize Critical thinking to make sense of problems and persevere in solving them CRP12.

Work productively in teams while using cultural global competence

**Modifications for Diverse Learners**

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions

# Unit 3

## Independence and a New Government

### Grade 5 Unit 3

#### Unit Title: Revolution and a New Nation

**6.1 U.S. History: America in the World** – All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

| Indicators                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Core Ideas                                                                                                                                | Performance Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.                        | <ul style="list-style-type: none"> <li>• Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</li> <li>• 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li> <li>• 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</li> </ul> |
| Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). | <ul style="list-style-type: none"> <li>• 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.</li> <li>• 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</li> </ul>                                                                                                                                                                         |
| Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.       | 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.                                                                                                                                                                                                                                                                                                                                                                                                      |

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| Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.                                                                                                                                                                                                                                                                                                                                                                                 | 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues                                                                                                                                                                                                                                                                                                                                                                               | 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Economic decision making involves setting goals and identifying the resources available to achieve those goals.                                                                                                                                                                                                                                                                                                                                                                                        | 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.                                                                                                                                                                                                                                                                                                                                                                     | <p>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <ul style="list-style-type: none"> <li>• 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</li> <li>• 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.</li> </ul> |
| Individuals have the right to be safe and not to be bullied or discriminated against.                                                                                                                                                                                                                                                                                                                                                                                                                  | 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>• How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>• How can I develop an action plan that addresses global, state, or local issues?</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p style="text-align: center;"><b>Instructional Best Practices</b></p> <p><b><u>District Approach to Teaching Social Studies</u></b></p> <p><u>Introduction of Critical Content:</u> Students are presented with the unit goal, learning target, and relationship to previous learning experiences.</p> <p><u>Focus Lesson:</u> The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.</p>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Application: Active engagement may include independent practice or group hands-on activities, projects,

**Recommended Texts  
(Read Aloud & Close Reading)**

- Studies Weekly:
    - Week 12: Consequences of the French and Indian War
    - Week 13: The Acts of Parliament
    - Week 14: The Actions of the Colonies
    - Week 15: The Shot Heard Round the World
    - Week 16: Independence and Revolution; The People
    - Week 17: Independence and Revolution: The Military
    - Week 18: The Founders and Process
    - Week 19: Constitution
    - Week 20: Bill of Rights
    - Week 21: A New Nation
  - Victory or Death! Stories of the American Revolution by Doreen Rapport & Joan Verniero
  - George vs. George: The American Revolution As Seen from Both Sides by Rosalyn Schanzer
- Video: <https://www.battlefields.org/learn/maps/revolutionary-war-animated-map>

**Project Based Learning**

- Classes will create a class "Constitution".

**Suggested Assessments**

- Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.
- Research American Indian nations and prepare a presentation depicting the ways they lived.
- Make a single map to show where many different American Indian nations lived.
- Research an American Indian nation and write an informative essay about its culture.
- Research and write an essay about life in an Ancient Pueblo village.
- Lesson quizzes
- Unit Tests
- Open ended questions based on essential questions

**Standards that Support Learning**

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**RI.5.9** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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

**Technology:**

**8.1.5.A.1-** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**8.1.5.D.3-** Demonstrate an understanding of the need to practice cyber safety, cyber security, cyber security, and cyber ethics when using technology and social media.

**Career Ready Practices:**

**9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

**9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology

**9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

**9.4.5.CI.2:** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

**9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

**9.4.5.CI.4:** Research the development process of a product and identify the role of failure as a part of the creative process

**9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process

**9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

**9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.

**9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

**Modifications for Diverse Learners**

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read aloud, and scaffold talk during whole class and small group discussions