



# **SOCIAL STUDIES CURRICULUM**

## **GRADES 3-5**

**Middle Township Public Schools**

**216 S. Main Street**

**Cape May Court House, NJ 08210**

**Born On Date: August 2018**



# Grade 3

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-December	30 days
Unit 2: Citizens and Government	December-March	31 days
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 and Biography Book Clubs)	April-June	30 days

**Grade Three**

**Unit 1**

**Communities and Our Human Geography**



Content Area:	Social Studies	Grade(s) 3
Unit Plan Title:	Communities and Our Human Geography	
Unit Goal:	Students will understand how communities are unique and have different geographies, histories, and jobs.	
	Standard(s) Number and Description (Established Goals)	

## **Standards:**

### **New Jersey Student Learning Standards for Social Studies:**

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

**6.1.4.A.1** Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

**6.3.4.B.1** Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and proposes possible solutions

**6.1.4.B.2** Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

**6.1.4.B.3** Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

**6.1.4.B.4** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

**6.1.4.B.5** Describe how human interaction impacts the environment in New Jersey and the United States.

**6.1.4.B.8** Compare ways people choose to use and divide natural resources.

**6.1.4.B.10** Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

**6.1.4.C.14** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation technology, and/or the labor force play in economic opportunities.

**6.1.4.D.11** Determine how local and state communities have changed over time, and explain the reasons for changes.

**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.

**6.3.4.A.1** Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)..

**6.3.4.A.2** Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

### **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 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.

## **New Jersey Core Curriculum Content Standards- 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 technologies and social media.

**Career Ready Practices:**

CRP1 Act as a responsible and contributing citizen and employee  
CRP6 Demonstrate creativity and innovation  
CRP11 Use technology to enhance productivity  
CRP12 Work productively in teams while using cultural global competence

**Enduring Understandings:**

The world is comprised of nations that are similar to and different from the United States.  
Places are jointly characterized by their physical and human properties.  
Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.  
The physical environment can both accommodate and be endangered by human activities.  
Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.  
Are aware of their relationships to people, places, and resources in the local community and beyond.  
Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.  
We all have relationships to people, places, and resources in the local community and beyond.

***Students will***

- Explain cardinal and intermediate directions on a map's compass rose.
- Identify and use a map scale.
- Use geographic tools to locate communities.
- Use hemisphere, and equator to find locations.
- Understand relative location.
- Locate places using latitude and longitude.
- Recognize and describe physical characteristics of places.
- Identify landforms, climates, and vegetation of communities.
- Identify and explain the purpose and elements of landform maps.
- Identify the physical features of communities in the United States.
- Identify the five geographical regions of the United States.
- Understand the natural disasters can change the environment.
- Recognize and identify that people modify the environment to meet basic needs.
- Recognize how people can negatively affect the environment and can care for it.
- Understand the characteristics and purposes of a road map.
- Understand how to use a road map and write directions to get from one location to another.
- Understand that a population map shows patterns of settlement.

	<ul style="list-style-type: none"> <li>● Recognize that a population density shows the number of people living in a given area.</li> <li>● Read, interpret, and draw land use and product maps.</li> <li>● Explain why countries import and exports goods.</li> <li>● Identify how transportation has improved the quality of goods and services.</li> </ul>
	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>● How do people make choices about using natural resources?</li> <li>● How does the type of community you live in (rural, urban, suburban) affect the way you interact with environment (five themes of geography)?</li> <li>● What can various types of maps, globes and other sources tell us about the states and regions of the U.S.?</li> </ul>
	<b>Suggested Student Learning Activities &amp; Assessments:</b> <ul style="list-style-type: none"> <li>● Reader's Theatre</li> <li>● RAFT Choice Boards</li> <li>● Make a picture Dictionary/Vocabulary Cards</li> <li>● Poster/PowerPoint Projects</li> <li>● Writing a Poem</li> <li>● Create a physical map of your community</li> <li>● Construct a poster of what makes your community special</li> <li>● Design a park</li> <li>● Write a persuasive essay to the Mayor/Governor suggesting improvements to your community/State</li> <li>● Create a pamphlet to highlight ways to use our school or community resources more effectively</li> <li>● Conduct short research projects with a culminating opinion or informative piece of writing</li> <li>● Create map symbols on a given map</li> <li>● Open-ended questions based upon essential questions</li> <li>● Tests and Quizzes</li> <li>●</li> </ul>
	<b>Suggested Resources and Reading Materials-</b> <p>We Live in Communities, People and the Land, Sister Cities, Chill Out!, Communities of the Future, New Frontiers Classroom and interactive maps and globes</p> <p>Read Aloud: The Little House by Virginia Burton Read Aloud: Me on the Map by Joan Sweeney</p> <p>Read Aloud: Mapping Penny's World by Loreen Leedy Reading a Map lessons.</p>

## Grade Three



# Unit 2

## Citizens and Government



Content Area:	Social Studies	Grade(s) 3
Unit Plan Title:	Citizens and Government	

<b>Unit Goal:</b>	<b>Students will understand the rights and responsibilities of a government and its citizens.</b>
<b>Standard(s) Number and Description (Established Goals)</b>	
<p><b>Standards:</b>  <b>New Jersey Student Learning Standards for Social Studies:</b>  <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>6.1.4.A.12</b> Explain the process of creating change at the local, state, or national level.  <b>6.1.4.C.6</b> Describe the role and relationship among households, businesses, laborers, and governments within the economic system.  <b>6.1.4.C.9</b> Compare and contrast how the availability of resources affects people across the world differently.  <b>6.1.4.C.10</b> Explain the role of money, savings, debt, and investment in individuals' lives.  <b>6.1.4.C.11</b> Recognize the importance of setting long-term goals when making financial decisions within the community.  <b>6.1.4.C.12</b> Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.  <b>6.1.4.C.15</b> Describe how the development of different transportation systems impacted the economies of New Jersey and the United States  <b>6.1.4.C.16</b> Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.  <b>6.1.4.D.5</b> Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.  <b>6.1.4.D.6</b> Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.  <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.  <b>6.3.4.A.4</b> Communicate with students from various countries about common issues of public concern and possible solutions.</p> <p><b>New Jersey Student Learning Standards:</b>  <b>Reading Standards for Informational Text:</b>  <b>RI.3.1</b> 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.  <b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.  <b>RI.3.3</b> 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.  <b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  <b>RI.3.5</b> Use text features and search tools to locate information relevant to a given topic efficiently.  <b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.  <b>RI.3.7</b> Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  <b>RI.3.8</b> 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.  <b>RI.3.9</b> 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.  <b>RI.3.10</b> By the end of the year, read and comprehend literary nonfiction at grade level text  -complexity or above, with scaffolding as needed.</p> <p><b>Writing Standards:</b>  <b>W.3.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. (a-d)  <b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-d)  <b>W.3.7</b> Conduct short research projects that build knowledge about a topic.  <b>W.3.8</b> Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>New Jersey Core Curriculum Content Standards- Technology</b>  <b>8.1.5.A.1-</b> Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  <b>8.1.5.D.3-</b> Demonstrate an understanding of the need to practice cyber safety, cyber security, cyber security, and cyber ethics when using technologies and social media.</p> <p><b>Career Ready Practices:</b></p>	

CRP1 Act as responsible and contributing citizen and employee  
CRP5 Consider the environmental, social and economic impacts of decisions  
CRP6 Demonstrate creativity and innovation  
CRP11 Use technology to enhance productivity  
CRP12 work productively in teams while using cultural global competence

**Enduring Understandings:**

- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- Economics is a driving force for the occurrence of various events and phenomena in societies.
- Interaction among various institutions in the local, national, and global economies influences policy making and societal outcomes.
- Financial instruments and outcomes assist citizens in making sound decisions about money, savings, spending, and investment.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- Rules and laws are developed to protect people's rights and the security and welfare of society.
- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- The United States democratic system requires active participation of its citizens.

***Students will***

- Understand that citizens are part of a community and culture.
- Explain how people in a community depend on one another.
- Recognize that communities use rules and laws to keep people safe
- Identify how people in different communities communicate with each other.
- Explain how nations help each other.
- Recognize that people have different perspectives concerning communities
- Understand and apply some basic rights of citizens, including the freedoms of religion, speech, press, and assembly.
- Identify and explain the voting process.
- Understand that citizens have responsibilities.
- Describe the traits of a good citizen.
- Identify people in history who have been good citizens
- Identify and describe the three branches of the national government.
- Explain the basic types, purposes, and structures of city and county governments.
- Identify goods and services that local governments provide.
- Describe the features of state and national government and its leaders.
- Explain how certain documents symbolize our nation.
- Understand the importance of entrepreneurship.
- Identify how technology has changed the economy of communities worldwide.

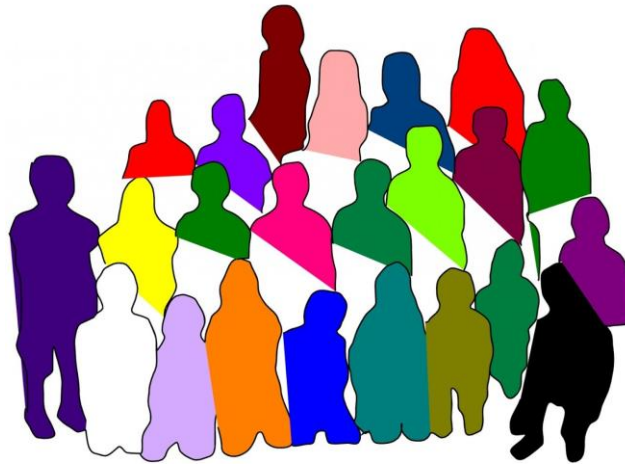
	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What is scarcity and opportunity cost, and how do those concepts influence my economic decision-making?</li> <li>● How are producers and consumers around the world interconnected (markets)?</li> <li>● What makes prices go up and down (supply and demand, productivity)?</li> </ul>
	<p><b>Suggested Student Learning Activities &amp; Assessments:</b></p> <ul style="list-style-type: none"> <li>● Reader's Theatre</li> <li>● Make a picture Dictionary/Vocabulary Cards</li> <li>● RAFT Choice Boards</li> <li>● Poster/PowerPoint Project</li> <li>● Skill builder activities</li> <li>● Read and analyze primary source documents</li> <li>● Conduct a short research project with a culminating opinion, informative or explanatory piece of writing</li> <li>● Open-ended questions based on essential questions</li> <li>● Tests and Quizzes</li> </ul>
	<p><b>Suggested Resources and Reading Materials-</b></p> <p>Citizens Lead the Way, Making Money/Saving Money, Designing our Capital, Designing Currency, People who Care, Risky Business</p> <ul style="list-style-type: none"> <li>● <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li>● Read Aloud: Shh! We're Writing the Constitution by Jean Fritz</li> <li>● Read Aloud: If You Were There When They Signed the Constitution by Elizabeth Levy</li> <li>● Read Aloud: WE THE KIDS: The Preamble to the Constitution of the United States by David Catrow</li> <li>● <a href="http://archives.gov">archives.gov</a> website for primary sources</li> </ul>

## 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



Content Area:	Social Studies	Grade(s) 3
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<b>Unit Plan Title:</b>	<b>Expressions of Culture</b>
<b>Unit Goal:</b>	<b>Students will understand communities are alike and different and are found all over the world.</b>
<b>Standard(s) Number and Description (Established Goals)</b>	
<p><b>Standards:</b></p> <p><b>New Jersey Student Learning Standards for 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>6.1.4.A.9</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><b>6.1.4.A.10</b> Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p><b>6.1.4.A.11</b> Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p><b>6.1.4.A.13</b> Describe the process by which immigrants become United States citizens.</p> <p><b>6.1.4.A.14</b> Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p><b>6.1.4.A.15</b> Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p><b>6.1.4.B.10</b> Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p> <p><b>6.1.4.C.18</b> Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p><b>6.1.4.D.2</b> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p><b>6.1.4.D.3</b> Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p> <p><b>6.1.4.D.13</b> Describe how culture is expressed through and influenced by the behavior of people.</p> <p><b>6.1.4.D.14</b> Trace how the American identity evolved over time.</p> <p><b>6.1.4.D.15</b> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p><b>6.1.4.D.16</b> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p><b>6.1.4.D.17</b> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p><b>6.1.4.D.18</b> Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p><b>6.1.4.D.19</b> Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p><b>6.1.4.D.20</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</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> <p><b>6.3.4.A.4</b> Communicate with students from various countries about common issues of public concern and possible solutions.</p> <p><b>New Jersey Student Learning Standards:</b></p> <p><b>Reading Standards for Informational Text:</b></p> <p><b>RI.3.1</b> 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. <b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5</b> Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI.3.7</b> Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p><b>RI.3.8</b> 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.</p> <p><b>RI.3.9</b> 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.</p> <p><b>RI.3.10</b> By the end of the year, read and comprehend literary nonfiction at grade level text -complexity or above, with scaffolding as needed.</p>	

**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.

**New Jersey Core Curriculum Content Standards- 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 technologies and social media.

**Career Ready Practices:**

**CRP6** Demonstrate creativity and innovation

**CRP7** Employ valid and reliable research strategies

**CRP8** Utilize critical thinking to make sense of problems and persevere in solving them

**CRP11** Use technology to enhance productivity

**CRP12** work productively in teams while using cultural global competence

**Enduring Understandings:**

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture and experiences.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.

***Students will***

- Recognize literature, art, music, dance, architecture, and religion as expressions of culture.
- Compare and contrast cultural holidays, language, dress, and food.
- Define cultural identity.
- Explain how certain symbols are associated with values of United States history and government.
- Identify various monuments and memorials and what they symbolize.
- Identify reasons why people move to new places and within a country.
- Describe immigrants' arrival and living conditions in the United States.
- Compare and contrast cultures and diversity in communities.
- Explain significance of national holidays and landmarks.

**Essential Questions**

- How do people make positive change in their communities?
- People can express their culture in many ways
- What is the majority/minority group in a community, and how do they interact?
- How have various cultures around the world utilized or adapted their environment to address needs and wants?
- What is an American?
- What has influenced the development of American culture?

**Suggested Student Learning Activities & 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

**Suggested Resources and Reading Materials-**

**Leveled Readers:**

Community History

People from Many Places

Our Sturbridge Village

The Nation's Attic: The Smithsonian

Frozen in Time

Shaking Things Up: Cultural Revolutions

- Videos on Pilgrims and Mayflower
- Read Aloud: A Place Called Freedom by Scott Russell Sanders
- 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: Martin's Big Words written by Doreen Rappaport
- Read Aloud: "Who Was" series: Martin Luther King Jr., Rosa Parks, Harriet Tubman, Abraham Lincoln
- Read Aloud: Henry's Freedom Box written by Ellen Levine
- Read Aloud: One Green Apple by Eve Bunting
- Ellis Island virtual webquest
- Close Read: "Dances Around the World"



# Grade 4

Geography

Natural Resources

Government

Economy

Regions

Citizenship



## Grade 4 Social Studies Scope and Sequence

Unit	Months	Estimated Pacing
Unit 1: Geography	September/October	14 days
Unit 2: Natural Resources	October/November/December	15 days
Unit 3: Government	December/January	18 days
Unit 4: Economy	February/March	12 days
Unit 5: Regions	March/April	15 days
Unit 6: Citizenship	May/June	16 days

**Grade Four**

**Unit 1**

**Geography**



Content Area:	Social Studies	Grade(s) 4
Unit Plan Title:	Geography	
Unit Goal:	Students will utilize various geographic tools to understand the world around them.	
Standard(s) Number and Description (Established Goals)		
<p><b>Standards:</b></p> <p><b>New Jersey Student Learning Standards for Social Studies:</b> <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>6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</b> <b>6.1.4.B.3 - Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</b></p> <p><b>New Jersey Student Learning Standards:</b> <b>Reading Standards for Informational Text:</b> <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. <b>RI.4.2</b> Determine the main idea of a text, and explain how it is supported by key details; summarize the text. <b>RI.4.3</b> 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. <b>RI.4.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. <b>RI.4.5</b> Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. <b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. <b>RI.4.9</b> 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. <b>RI.4.10</b> By the end of year, read and comprehend literary nonfiction at grade level text -complexity or above, with scaffolding as needed.</p> <p><b>Writing Standards:</b> <b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>W.4.8</b> 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.</p> <p><b>New Jersey Core Curriculum Content Standards- Technology</b> <b>8.1.5.A.1-</b> Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. <b>8.1.5.D.3-</b> Demonstrate an understanding of the need to practice cyber safety, cyber security, cyber security, and cyber ethics when using technologies and social media.</p> <p><b>Career Ready Practices</b> <b>CRP2.-</b> Apply appropriate academic and technical skills. <b>CRP5.-</b> Consider the environmental, social and economic impacts of decisions. <b>CRP7.-</b> Employ valid and reliable research strategies.</p>		
Enduring Understandings:		
•Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.		

***Students will***

- Read and interpret geographic information given on maps.
- Locate and describe hemispheres, continents, countries and oceans.
- Describe the relative location of the United States.
- Use latitude and longitude to describe absolute location.
- Use maps to determine time zones.
- Use maps to measure distance.

**Essential Questions**

- How and when is it important to use various geographic tools?

**Suggested Student Learning Activities & Assessments:**

- Engage in games using an atlas
- "United States Trivia" game
- "Where in the United States Am I?" game
- Create a political map of a various region or area (NJ). Use longitude and latitude to describe the locations of specific places within that area. Use map scale to show distance.
- Design the layout of a park using all the geography skills taught within this unit.
- Create a presentation outlining and describing how time zones work.
- Open-ended questions based on essential questions
- Tests and Quizzes

**Suggested Resources and Reading Materials-**

"New Jersey"- Harcourt Social Studies Textbook- pgs. 10-23, 150-151; WB pg. 1,2,32,33.

World Atlas

Leveled Readers:

[www.biguniverse.com](http://www.biguniverse.com) Key word searches- books constantly getting updated.

Leveled Readers: "Looking at the United States"

"Road Trip U.S.A."

"Finding Your Way Around"

- Read Aloud: Mapping Penny's World by Loreen Leedy

# **Grade Four**

## **Unit 2**

### **Natural Resources**



Content Area:	Social Studies	Grade(s) 4
Unit Plan Title:	Natural Resources	
Unit Goal:	Students will explain how natural resources affect how people live.	
	Standard(s) Number and Description (Established Goals)	
<b>Standards:</b>		
<b>New Jersey Student Learning Standards for Social Studies:</b>		
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.		
6.1.4.B.7 - Explain why some locations in New Jersey and the United States are more suited for settlement than others.		
6.1.4.B.8 - Compare ways people choose to use and divide natural resources.		
6.1.4.B.10 - Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.		
<b>New Jersey Student Learning Standards:</b>		
<b>Reading Standards for Informational Text:</b>		
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.		
<b>Writing Standards:</b>		
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.		
<b>New Jersey Core Curriculum Content Standards- Technology</b>		
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 technologies and social media.		
<b>Career Ready Practices</b>		
CRP2.- Apply appropriate academic and technical skills.		
CRP4.- Communicate clearly and effectively and with reason.		
CRP5.- Consider the environmental, social and economic impacts of decisions.		
CRP8.- Utilize critical thinking to make sense of problems and persevere in solving them.		

**Enduring Understandings:**

- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.

***Students will***

- Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- Compare ways people choose to use and distribute natural resources.
- Identify major cities in New Jersey, as well as the United States, and their natural resources.
- Explain how geographic and demographic tools can be used to understand cultural differences.

**Essential Questions**

- What impact do decisions at the local and state level on how to use land and resources have on the environment and on how people live?
- How has the use of land and resources changed over time, and what has the impact been on the environment?

**Suggested Student Learning Activities & Assessments:**

Write a newspaper article explaining why you think conservation is important. Write a story about how life would be different without a particular resource.  
Write a persuasive letter to your principal, mayor, etc. suggesting improvements to your community in reference to utilizing natural resources more efficiently.  
Create a pamphlet to highlight ways your school or community utilizes resources efficiently. Open-ended questions based on essential questions  
Tests and Quizzes

**Suggested Resources and Reading Materials-**

"New Jersey"- Harcourt Social Studies Textbook pg. 26-31

"All Around New Jersey"- pg. 4-11

"Exploring Science"-National Geographic Textbook- Renewable and Nonrenewable Resources-pg. 44-51

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

Suggested key word readings.



# **Grade Four**

## **Unit 3**

### **Government**



Content Area:	Social Studies	Grade(s) 4
Unit Plan Title:	Government	
Unit Goal:	Students will understand and describe how the United States government was designed for shared authority.	
Standard(s) Number and Description (Established Goals)		
<p><b>Standards:</b> New Jersey Student Learning Standards for Social Studies:</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>6.1.4.A.2</b> - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. <b>6.1.4.A.3</b> - Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government. <b>6.1.4.A.4</b> - Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. <b>6.1.4.A.5</b> - Distinguish the roles and responsibilities of the three branches of the national government. <b>6.1.4.A.6</b> - Explain how national and state governments share power in the federal system of government. <b>6.1.4.D.5</b> - Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. <b>6.1.4.D.17</b> - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p><b>6.3 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> <p><b>6.3.4.A.1</b> - Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community. <b>6.3.4.D.1</b> – Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p><b>New Jersey Student Learning Standards:</b> <b>Reading Standards for Informational Text:</b> <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. <b>RI.4.2</b> Determine the main idea of a text, and explain how it is supported by key details; summarize the text. <b>RI.4.3</b> 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. <b>RI.4.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. <b>RI.4.5</b> Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. <b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. <b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text. <b>RI.4.9</b> 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. <b>RI.4.10</b> By the end of year, read and comprehend literary nonfiction at grade level text -complexity or above, with scaffolding as needed.</p> <p><b>Writing Standards:</b> <b>W.4.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d) <b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-d) <b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>W.4.8</b> 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.</p>		

**New Jersey Core Curriculum Content Standards- 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 technologies and social media.

**Career Ready Practices**

**CRP1.-** Act as a responsible and contributing citizen and employee.

**CRP2.-** Apply appropriate academic and technical skills.

**CRP4.-** Communicate clearly and effectively and with reason.

**CRP5.-** Consider the environmental, social and economic impacts of decisions.

**CRP8.-** Utilize critical thinking to make sense of problems and persevere in solving them.

**Enduring Understandings:**

- Rules and laws are developed to protect people's rights and the security and welfare of society.
- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- Key historical events, documents, and individuals led to the development of our nation.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.

***Students will***

- Analyze historical symbols, monuments, songs, and holidays that represent important ideas, people, and events in United States history.
- Understand how and why Americans honor and remember the nation's past.
- Understand the rights and responsibilities of United States citizenship.
- Identify the contributions of important leaders in the United States government.
- Describe the three branches of the state and federal governments and about how the United States Constitution defines and checks the power of the government.
- Understand how fundamental rights are guaranteed by the United States Constitution and the Bill of Rights.

**Essential Questions**

- How are the N.J. and U.S. governments organized and why?
- How do national and state governments share power in a federal system of government?
- How does the Constitution limit the power of the government?
- What fundamental rights are protected in the Bill of Rights?
- How do (can) governments promote the dignity and rights of all people?
- How do the rights of American contribute to the improvement of American democracy? and communities (local/global)?

**Suggested Student Learning Activities & Assessments:**

- Propose a new amendment to the Constitution and provide reasons to substantiate it.
- Debate the validity of a specific bill becoming a law
- Research and then create a presentation where you will:
  - Identify a problem; and a bill or law that attempts to solve it
  - Explain one way the bill or law attempts to solve the problem
  - 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 supporting details.
  - Have class divide itself into the legislative and executive branches of state government. Work together to demonstrate the steps a bill must go through to become a law using their own idea for a law we need.

- 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

**Suggested Resources and Reading Materials-**

"New Jersey"-Harcourt Social Studies Textbook-pg. 147-157

"Uniquely New Jersey"- pg. 6-15

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

Related topical fiction and non- fiction reads

**Grade Four**

**Unit 4**

**Economy**



Content Area:	Social Studies	Grade(s) 4
Unit Plan Title:	Economy	
Unit Goal:	Understand the elements that make up and impact a nation’s economy.	
Standard(s) Number and Description (Established Goals)		
Standards:		
New Jersey Student Learning Standards for 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.		
6.1.4.C.1 - Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities. 6.1.4.C.2 - Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.4.C.3 - Explain why incentives vary between and among producers and consumers. 6.1.4.C.4 - Describe how supply and demand influence price and output of products. 6.1.4.C.5 - Explain the role of specialization in the production and exchange of goods and services. 6.1.4.C.7 - Explain how the availability of private and public goods and services is influenced by the global market and government. 6.1.4.C.8 - Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. 6.1.4.C.12 - Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey. 6.1.4.C.17 - Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.		
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.		
New Jersey Core Curriculum Content Standards- 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 technologies and social media.		
Career Ready Practices CRP1.- Act as a responsible and contributing citizen and employee. CRP2.- Apply appropriate academic and technical skills. CRP3.- Attend to personal health and financial well-being. CRP4.- Communicate clearly effectively and with reason.		

CRP5.- Consider the environmental, social and economic impacts of decisions.  
 CRP6.- Demonstrate creativity and innovation.  
 CRP7.- Employ valid and reliable research strategies.  
 CRP8.- Utilize critical thinking to make sense of problems and persevere in solving them.  
 CRP11.- Use technology to enhance productivity.

**Enduring Understandings:**

- People make decisions based on their needs, wants, and the availability of resources.
- Economics is a driving force for the occurrence of various events and phenomena in societies.
- Interaction among various institutions in the local, national, and global economies influence policy-making and societal outcomes.

***Students will***

- Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
- Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- Explain why incentives vary between and among producers and consumers.
- Describe how supply and demand influences price and output of products.
- Explain the role of specialization in the production and exchange of goods and services.
- Explain how the availability of private and public goods and services is influenced by the global market and government.
- 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.
- Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

**Essential Questions**

- How do people in different places and times make decisions about how to utilize their resources?
- How and why are the economies of places/times different?
- What influences the development and change within economies (innovation, communication, transportation, entrepreneurship, etc.)?

**Suggested Student Learning Activities & Assessments:**

- Create an item to sell considering need, supply, and 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.  
Class researches and debates which economic choice the city council should make that would benefit the community
- 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

**Suggested Resources and Reading Materials-**

- Read Aloud: What Color is My World?: The Lost History of African-American Inventors by Kareem Abdul-Jabbar & Raymond Obstfeld
- Read Aloud: Beyond the Lemonade Stand by Bill Rancic
- Read Aloud: You Can't Buy a Dinosaur With a Dime: Problem-solving in Dollars and Cents by Harriet Ziefert

**"New Jersey"- Harcourt Social Studies Textbook-pg. 162- 169**

**"Uniquely New Jersey"-pg. 23-26**

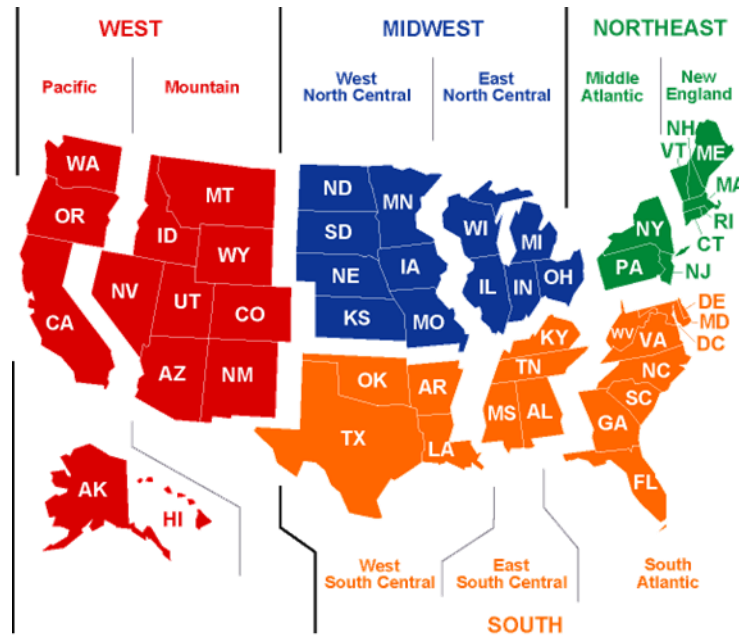
[www.biguniverse.com](http://www.biguniverse.com) Selected readings



# Grade Four

## Unit 5

### Regions



Content Area:	Social Studies	Grade(s) 4
Unit Plan Title:	Regions	
Unit Goal:	Students will analyze the five regions of the United States based on their physical conditions, economies, and cultures.	
Standard(s) Number and Description (Established Goals)		
<p><b>Standards:</b></p> <p><b>New Jersey Student Learning Standards for Social Studies:</b> 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.</p> <p>6.1.4.B.6 - Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism. 6.1.4.B.7 - Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p><b>New Jersey Student Learning Standards:</b> <b>Reading Standards for Informational Text:</b> 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.</p> <p><b>Writing Standards:</b> 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.</p> <p><b>New Jersey Core Curriculum Content Standards- Technology</b> 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 technologies and social media.</p> <p><b>Career Ready Practices</b> CRP2.- Apply appropriate academic and technical skills. CRP5.- Consider the environmental, social and economic impacts of decisions. CRP7.- Employ valid and reliable research strategies.</p>		
<p><b>Enduring Understandings:</b> Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</p>		

***Students will***

- Compare and contrast characteristics of regions in the United States based on physical environment.
- Compare and contrast characteristics of regions in the United States based on economics.
- Compare and contrast characteristics of regions in the United States based on culture.
- Explain why some locations in New Jersey and the United States are more suited for settlement than others.

**Essential Questions**

- How do physical conditions, economics, and cultures distinguish each region?
- Why do patterns of settlements vary?

**Suggested Student Learning Activities & 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.
- Keep a journal describing his/her trip across the country through each of the regions.
- Open-ended questions based on essential questions
- Tests and Quizzes

**Suggested Resources and Reading Materials-**

Leveled Readers: "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"

[www.biguniverse.com](http://www.biguniverse.com) suggested readings

# **Grade Four**

## **Unit 6**

### **Citizenship**



Content Area:	Social Studies	Grade(s) 4
Unit Plan Title:	Citizenship	
Unit Goal:	Students will work collaboratively to address the challenges of living in an interconnected world.	
Standard(s) Number and Description (Established Goals)		
<p><b>Standards:</b> <b>New Jersey Student Learning Standards for Social Studies:</b> <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>6.1.4.A.11</b> - Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. <b>6.1.4.A.16</b> - Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. <b>6.1.4.B.9</b> - Relate advances in science and technology to environmental concerns, and to actions taken to address them.</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> <p><b>6.3.4.A.3</b> - Select a local issue and develop a group action plan to inform school and/or community members about the issue. <b>6.3.4.B.1</b> - Plan and participate in an advocacy project to inform others about environmental issues at a local or state level and propose possible solutions. <b>6.3.4.C.1</b> - Develop and implement a group initiative that addresses an economic issue impacting children. <b>6.3.4.D.1</b> - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such as actions.</p> <p><b>Career Ready Practices</b> <b>CRP1.-</b> Act as a responsible and contributing citizen and employee. <b>CRP2.-</b> Apply appropriate academic and technical skills. <b>CRP4.-</b> Communicate clearly effectively and with reason. <b>CRP5.-</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.-</b> Demonstrate creativity and innovation. <b>CRP7.-</b> Employ valid and reliable research strategies. <b>CRP8.-</b> Utilize critical thinking to make sense of problems and persevere in solving them. <b>CRP9.-</b> Model integrity, ethical leadership and effective management. <b>CRP11.-</b> Use technology to enhance productivity. <b>CRP12.-</b> Work productively in teams while using cultural global competence.</p> <p><b>New Jersey Student Learning Standards:</b> <b>Reading Standards for Informational Text:</b> <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. <b>RI.4.2</b> Determine the main idea of a text, and explain how it is supported by key details; summarize the text. <b>RI.4.3</b> 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. <b>RI.4.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. <b>RI.4.5</b> Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. <b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. <b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text. <b>RI.4.9</b> 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. <b>RI.4.10</b> By the end of year, read and comprehend literary nonfiction at grade level text</p>		

-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.

**New Jersey Core Curriculum Content Standards- 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 technologies and social media.

**Enduring Understandings:**

The United States democratic system requires active participation of its citizens.

- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- Active citizens in the 21st century are aware of their relationships to people, places, and resources in the local community and beyond.
- Active citizens make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Active citizens develop strategies to reach consensus and resolve conflict.
- Active citizens demonstrate an understanding of the need for fairness and take appropriate action against unfairness.

***Students will***

- Identify issues of the world around us.
- Investigate organizations and efforts surrounding an issue.
- Design an action plan as a group to bring awareness or change to your issue.
- Carry out your action plan with the assistance of others.
- Evaluate your action plan and make adjustments if applicable.

**Essential Questions**

- What are my civic responsibilities?
- How can I impact the world?

**Suggested Student Learning Activities & 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

**Suggested Resources and Reading Materials-**

"New Jersey"- Harcourt Social Studies Textbook- pg. 170-177

"People of New Jersey"- pg. 17-44

[www.biguniverse.com](http://www.biguniverse.com) suggested readings

# Grade Five

Unit 1: The Beginnings of Human Society/Three Worlds Meet (Beginnings to 1620)

Unit 2: Colonization and Settlement (1585-1763)

Unit 3: Revolution and the New Nation (1754-1820)

Unit 4: Being an Active Citizen



## Grade 5 Social Studies Scope and Sequence

Unit	Months	Suggesting Pacing*
Getting Ready (routines, procedures, materials, design process)	September	2 days
Unit 1: The Beginnings of Human Society/Three Worlds Meet (Beginnings to 1620)	September- December	27 days
Unit 2: Colonization and Settlement (1585-1763)	December - February	28 days
Unit 3: Revolution and The New Nation (1754-1820)	February- May	28 days
Unit 4: Being an Active Citizen	May- June	10 days

\*Suggested estimating pacing based on dividing time between science and social studies.



# Grade 5

## Unit 1

Unit 1: The Beginnings of Human Society/Three Worlds Meet (Beginnings to 1620)



Content Area:	Social Studies	Grade(s) 5
Unit Plan Title:	Unit 1: The Beginnings of Human Society/Three Worlds Meet (Beginnings to 1620)	
Unit Goal:	Students will understand how people interact with their environment and are affected by it. Students will understand the cultural differences and competition for land led to conflicts among different groups of people in the Americas. Students will understand exploration has affected not only what people know, but also where different groups of people have settled.	
Standard(s) Number and Description (Established Goals)		
Standards:		
New Jersey Student Learning Standards for Social Studies: 6.2.8.A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies. 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved to the Americas, and describe the impact of migration on their lives and on the shaping of societies. 6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources. 6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations. 6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies. 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. 6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.		
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 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.		
New Jersey Core Curriculum Content Standards- 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 technologies 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**

**Enduring Understandings:**

- Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.
- The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.
- Archaeology provides historical and scientific explanations for how ancient people lived.
- Regional geographic differences can result in social, economic and political differences.
- Natural resources and the use of the environment will influence a group's way of life in a region.
- Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.
- European exploration expanded global economic and cultural exchange into the Western Hemisphere.
- The exploration of Asia and Africa led to European settlement in the Americas.
- The past influences the present and the future.
- Societies are impacted by internal and external factors.

***Students will***

- Demonstrate how the land affects people and how people affect the land.
- Explain the development of early civilizations and Indian groups in the Americas.
- Detail how Native Americans of the Northwest coast, Southwest, Great Plains and Eastern Woodlands used the abundant natural resources of the region.
- Describe the new ideas in Europe and their effects on exploration.
- Describe and evaluate the significance of Columbus's voyages to the Americas.
- Identify early European explorations, including Magellan's voyage.
- Describe and evaluate the significance of Spain's conquest of the Aztec Empire.
- Identify achievements of Spanish explorers.
- Describe Spain's colonial system in the Americas.
- Evaluate the impact of Spanish colonization.
- Describe the motives and achievements of early English, French and Dutch explorers.
- Interpret information from multiple timelines.
- Explain how colonization impacts us today.
- Analyze routes of the explorers and why they made the decisions they did.

**Essential Questions**

- How does geography affect the way that people live and the activities that make up their lives?
- How did the American Indians in each region of North America use local resources appropriate to their climate and other physical characteristics of their environment?
- Why did Europeans begin to explore different areas of the world?
- What led the explorers to follow the routes that they took?
- How did European explorations change the lives of Native Americans?
- How does the past influence the present? Future?
- How do internal and external factors impact society?

**Suggested Student Learning Activities & 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.
- Research an explorer you have learned about. Write two pages of a journal that the explorer might have written about his voyage.
- Research early colonies in groups and give visual and oral presentations on their findings.
- Use place names on a map to find evidence of Spanish culture in the southwestern United States.
- Pretend to be an explorer and prepare a presentation on your exploration.
- Make a compact, or agreement, stating rights and responsibilities for the general good of their classroom, school and neighborhood.
- Role-play hypothetical meetings of Pueblo families living in New Spain in the 1600s.
- Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.
- Lesson quizzes
- Lesson quizzes
- Unit Tests
- Open ended questions based on essential questions

**Suggested Resources and Reading Materials-**

- Outline maps
- Read Folktales or legends
- United States of America by Christine and David Petersen
- The Wigwam and the Longhouse by Charlotte and David Yue
- Leveled Readers: "Discovering America and Its Early People", "Newcomers Arrive", "Extreme U.S.", "The Mysterious Olmecs"
- Please access [www.biguniverse.com](http://www.biguniverse.com) for additional resources
- Explorers of the New World by Crown Jewels 4 Learning
- Time for Kids Booklets
- Harcourt Social Studies- The United States: Making a New Nation (Chapter 2- Native Americans)



**Grade 5**

**Unit 2**

**Colonization & Settlement**

**(1585-1763)**

Content Area:	Social Studies	Grade(s) 5
Unit Plan Title:	Unit 2: Colonization and Settlement (1585-1763)	
Unit Goal:	Students will understand the thirteen English colonies were founded in different regions of North America and for different reasons.	
Standard(s) Number and Description (Established Goals)		
Standards:		
New Jersey Student Learning Standards for Social Studies:		
6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.	
6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.	
6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.	
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.	
6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.	
6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.	
6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems. 6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	
6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.	
6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.	
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.	
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 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.		
New Jersey Core Curriculum Content Standards- 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 technologies and social media.		
Career Ready Practices:		
CRP1. Act as a responsible and contributing citizen and employee CRP6. Demonstrate creativity and innovation		
CRP8. Utilize Critical thinking to make sense of problems and persevere in solving them		

**Enduring Understandings:**

The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.  
The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

***Students will***

- Explain the reasons for the establishment of early English settlements.
- Describe the experiences of settlers in Jamestown.
- Explain why and how Pilgrims and Puritans settled in America.
- Describe the Plymouth and Massachusetts Bay settlements.
- Describe the Dutch settlement of New Netherland.
- Summarize the experiences of settlers, missionaries and explorers in New Spain.
- Compare and contrast the different economies and economic interests of New England, the Middle Colonies, and the Southern Colonies

**Essential Questions**

- Why did different people come to the English colonies and why did they settle where they did?
- How did the new colonies impact Native American groups? Our lives today?
- What kinds of governments, economies, and new ideas developed in the colonies? How has that impacted our government/economy today?

**Suggested Student Learning Activities & Assessments:**

- Research an explorer you have learned about. Write two pages of a journal that the explorer might have written about his voyage.
- Research early colonies in groups and give visual and oral presentations on their findings.
  - Use place names on a map to find evidence of Spanish culture in the southwestern United States.
  - Pretend to be an explorer and prepare a presentation on your exploration.
  - Make a compact, or agreement, stating rights and responsibilities for the general good of their classroom, school and neighborhood.
  - Role-play hypothetical meetings of Pueblo families living in New Spain in the 1600s.
  - Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.
  - Lesson quizzes
  - Unit Tests
  - Open ended questions based on essential questions

**Suggested Resources and Reading Materials-**

- <http://www.state.nj.us/education/cccs/standards/6/6-1-8.htm>
- <http://www.harcourtschool.com/ss1/>
- [www.biguniverse.com](http://www.biguniverse.com) for supplemental non-fiction
- Harcourt Social Studies- The United States: Making a New Nation (Chapter 4- Building the First Colonies; Chapter 5- The New England Colonies; Chapter 6- The Middle Colonies; Chapter 7- The Southern Colonies)
- Time for Kids booklets- The Thirteen Colonies
- <https://www.icivics.org/teachers>

## **Grade Five**

### **Unit 3**

## **Revolution & The New Nation (1754-1820)**





Content Area:	Social Studies	Grade(s) 5
Unit Plan Title:	Unit 3:Revolution and The New Nation (1754-1820)	
Unit Goal:	Students will understand the United States established a new government and grew larger as more people arrived and lands were acquired.	
Standard(s) Number and Description (Established Goals)		
Standards:		
New Jersey Student Learning Standards for Social Studies:		
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.	
6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.	
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.	
6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.	
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.	
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.	
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.	
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.	
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.	
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	
6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.	
6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.	
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities 6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.	
6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.	
6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.	
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.	
6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	
6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.	
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.	
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 <u>historical</u> , 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 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)**

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

**Enduring Understandings:**

Disputes over political authority and economic issues contributed to a movement for independence in the colonies.

The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

***Students will***

- Explain how British policies toward the American colonies led to the American Revolution
- Explain why and how the Declaration of Independence was written
- Explain how prominent individuals and other nations contributed to the outcomes of the American Revolution
- Explain how various groups were impacted by the war.
- Explain the difference between citizen and non-citizen, and identify and explain basic rights of citizens
- Explain the ideas that were important to the Founders when they created our Constitution
- Explain the ways in which government can be organized to make abuses of power less likely
- Explain some reasons the American colonists decided to fight for their independence
- Explain the main ideas contained in the Declaration
- Explain the differences in the way of life for Americans and those people who lived in Europe
- Describe the creation of the Articles of Confederation and how its problems caused an new constitution to be written
- Explain how the Constitution was written
- Explain the positions of those who were for and against the Constitution
- Describe the contributions of important Americans who participated in the Philadelphia Convention
- Explain the conflict over representation and how it was solved and describe the debates held over distribution of power
- Explain the arguments for and against the Constitution
- Describe the strengths and weaknesses of a federal system
- Explain how the Bill of Rights was added to the Constitution
- Explain the importance of freedom of expression and freedom of religion
- Describe some steps that were taken to end unfair discrimination

**Essential Questions**

- What were some of the major problems faced by the writers of the Constitution?
- How does the Constitution secure our liberty?
- How did western settlement affect Native Americans?

- **What kind of changes did the United States face in the early 1800s?**

**Suggested Student Learning Activities & 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.
- Timelines
- Debates
- The Lens of History Research Report
- Create a class constitution
- Group and class discussions
- Presentations
- Mock trials
- Panel discussions
- Analysis of primary source documents
- Class elections
- Open-ended questions based on essential questions
- Tests and Quizzes

**Suggested Resources and Reading Materials-**

- [http://www.harcourtschool.com/ss1/index\\_nj.html](http://www.harcourtschool.com/ss1/index_nj.html)
- [www.biguniverse.com](http://www.biguniverse.com)
- Harcourt Social Studies- The United States: Making a New Nation (Chapter 8- The Colonies Unite; Chapter 9- The Revolutionary War; Chapter 10- The Constitution)
  - Time for Kids booklets-
  - <https://www.icivics.org/teachers>

GRADE FIVE

UNIT 4

BEING AN ACTIVE CITIZEN



Content Area:	Social Studies	Grade(s) 5
Unit Plan Title:	Being an Active Citizen	
Unit Goal:	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.	
Standard(s) Number and Description (Established Goals)		
<p><b>Standards:</b></p> <p><b>New Jersey Student Learning Standards for Social Studies:</b></p> <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</p> <p>6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p> <p>6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.</p> <p>6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society</p> <p><b>New Jersey Student Learning Standards:</b></p> <p><b>Reading Standards for Informational Text:</b></p> <p>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.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a <u>historical</u>, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>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.</p> <p>RI.5.10 RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text -complexity or above, with scaffolding as needed.</p> <p><b>Writing Standards:</b></p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>		
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>Recognize the causes and effects of prejudice on individuals, groups, and society.</li><li>Recognize the value of cultural diversity, as well as the potential for misunderstanding.</li><li>Collaboratively develop and practice strategies for managing and resolving conflict.</li><li>Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.</li><li>Challenge unfair viewpoints and behaviors by taking action.</li><li>Make informed and reasoned decisions.</li><li>Accept decisions that are made for the common good.</li></ul>		

***Students will***

- Explain the causes and effects of prejudice on individuals, groups, and society
- Identify the value of diversity
- Understand and Explain the potential for misunderstanding diversity among others
- Develop strategies for managing and resolving conflict
- Explain the difference between citizen and non-citizen, and identify and explain basic rights of citizens
- Identify unfair viewpoints and explain why they are unfair
- Identify and explain different viewpoints
- Make decisions based on information and reason

**Essential Questions**

- What are some of the cause and effects of prejudice on individuals, groups, and society?
- What is diversity and why is it important to understand?
- How can diversity be misunderstood?
- What strategies are needed to manage and resolve conflict?
- What are the differences between 'citizen' and 'non-citizen'? What rights do each have?

**Suggested Student Learning Activities & 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.

- Timelines
- Debates
- Group and class discussions
- Presentations
- Mock trials
- Panel discussions
- Open-ended questions based on essential questions
- Tests and Quizzes

**Suggested Resources and Reading Materials-**

- [http://www.harcourtschool.com/ss1/index\\_nj.html](http://www.harcourtschool.com/ss1/index_nj.html)
- [www.biguniverse.com](http://www.biguniverse.com)
- <http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Febcitizenship.pdf>
- <https://www.icivics.org/news/citizenship-and-elementary-education-how-do-you-teach>