

Saddle River, New Jersey Social Studies Curriculum

Kindergarten

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Saddle River, New Jersey Social Studies Curriculum
Aligned to the New Jersey Student Learning Standards (NJSL)

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

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

Vision: An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

The state standards are designed so that there is a benchmark measure at the end of Grade 4 and another at the end of Grade 8. Not all standards will be taught at each grade level, as long as they are achieved by the end of Grade 4 for students in grades K-4 and by the end of Grade 8 for grade 5 students.

Gifted & Talented

The Saddle River School District extends learning opportunities to all high achieving students. It supports the philosophy that every student has special talents and gifts. The Saddle River School District's enrichment and gifted & talented programs offer a unique approach to servicing all students while maintaining a focus on those who are identified as needing pull out services through the district's screening/criteria process. The Saddle River School District's enrichment program focuses on bringing out the special talents in all learners as enrichment instruction is delivered to all students in grades kindergarten through fifth grade. The program follows the Joseph Renzulli schoolwide enrichment model that concentrates on "schools being a place for talent development," (Renzulli, 1994). The program follows a wide-range of enriching/developing activities based upon student strengths and interests. Additionally, the program focuses on enriching activities across the curriculum in providing complementary and developing features/standards for all subject areas. The enrichment program builds upon existing student learning standards in all content areas in coordination with instruction and student needs.

The Saddle River School District Gifted & Talented program offers pull-out instruction for those students meeting the multiple measures and specific criteria set forth and approved by the board of education. The

identification process may/can begin as early as kindergarten. The gifted and talented program follows the central theme that all appropriate curriculum standards are followed and that those standards are the foundation for developing student learning opportunities and standards across the curriculum. The gifted and talented program will provide the following in coordination with each content area when and where appropriate:

- Develop students' abilities and engage critical thinking skills
- Expand students' creative thought process and responses
- Advance students' research skills needed to become independent learners
- Develop students' abilities to self-evaluate their own learning process
- Enrich students' abilities in seeking and expanding their own knowledge in subject content areas and individual talents
- Develop students' ability to interact effectively in small-group and large-group setting
- Heighten students' ability in expanding on student learning standards to strengthen appropriate skills necessary for 21st century learning

English Language Learners (ELL)

The Saddle River School District recognizes the importance of increasing language proficiency while gaining confidence and strength so that academic goals and New Jersey state learning standards can be met. English Language Learners in the Saddle River School District are identified through a multitude of measures. These measure include, but are not limited to: a home language survey, parental conferencing, and daily teacher observations. Based on the information/data collected, the Saddle River School District will determine if a formal approved language assessment is necessary. The World-Class Instructional Design and Assessment (WIDA) is the assessment tool for those students recommended for ELL testing.

The Saddle River School District will provide the following accommodations for ELL students:

- Basic skills with a focus a the specific language skills
- Use of a translation dictionary (ipad, google translator, bilingual word to word dictionary)
- Preferential seating
- Extended time and/or modified classroom assignments
- Print out of teacher notes/lessons for additional review
- Extended time and/or modified assessments
- Extended time/accommodation for standardized testing in coordination with state regulations

Special Education Students

The Saddle River School District special education department offers a full continuum of services for students who are eligible for special education services. In order to meet the specific requirements for each learner, programs are developed so that that social, emotional and educational needs are met within the least restrictive environment. The specific program for each learner is based on individual needs where goals and objectives are set and followed accordingly. These individual educational plans follow a specific plan that is aligned to the student learning standards and may include, but is/are not limited to:

- Individual education plan
- Pull-out support
- Replacement content instruction
- In-class support
- Instructional aide(s)
- Support services (i.e.; speech, physical therapy, occupational therapy)
- Presentation accommodations (i.e.; notes, outlines, instructions, lists, organization)
- Response accommodations (i.e.; dictations, audio, dictionaries, calculation devices, scribes)
- Setting accommodations (i.e.; lighting, acoustics, seat placement, testing, sensory tools)

- Timing accommodations (i.e.; completing tasks, frequent breaks, processing directions)
- Scheduling accommodations (i.e.; spacing out projects/assignments, order of schedule)
- Organizational accommodations (i.e.; highlighter, time management, planning)
- Assignment modifications (i.e.; fewer tasks, alternate questions)
- Technology support (i.e; ipad, word processing, specific programs/apps)
- Testing accommodations (i.e.; extended time, placement, seating, time)

Students who require additional services outside of the district's resource program, may require an out-of-district placement. In this event, the Child Study Team will coordinate accordingly to ensure that all necessary learning standards are being met.

Students in Danger of Failing

For those students in danger of failing, the Saddle River School District has a specific referral process to ensure that student needs are being met. The Intervention & Referral Services (I&RS) is an interdisciplinary team of professional within the school that addresses a full range of student/staff needs and concerns. This process is designed to maximize student success and establish goals and benchmarks to promote outcomes that positively reflect academics, health, behavior, self-esteem, work habits and strong character. The I&RS team is comprised of a chairperson, child study team member, teachers and other school professionals so that a continuous system of support can be provided. The team provides a plan so that short and long term goals can be established and strategies can be implemented and designed specifically for each student. In trying to achieve success, the team works collaboratively in making growth for each student a top priority and adhere to a plan that is achievable but rigorous. This plan, as set by New Jersey I&RS Team Process, may contain, but is not limited to the following;

- Request for assistance
- Information collection
- Parent Notification
- Problem solving within the I&RS team
- Developing an I&RS action plan
- Supporting, evaluating and continuing the process

In evaluating and monitoring students, the I&RS team closely calculates a plan so that curriculum needs can be met. In order to achieve and demonstrate success, the Saddle River School District provides modifications and support so that consideration is given to, but not limited to, the following:

- Student strengths/weaknesses
- Classroom and standardized assessments
- Academic records
- Social and behavioral patterns
- Previous history or concern
- Participation in class (and interaction with peers)
- Health related concerns
- Family concerns
- Retention of information/instruction
- Student interests
- Independent & group work habits
- Emotional status
- Study habits (at home/school)
- Present level of functioning
- Expectations (academic, social, behavioral, etc.)
- Following classroom rules/directions/procedures

As the I&RS team formulates a plan, many ongoing concerns are addressed within the team and may include parental notification/input. The problem solving objectives as set forth by New Jersey I&RS Team Process will:

- Describe the problem
- Identify the priority
- Develop objectives
- Review previous interventions
- Create new strategies
- Analyze and evaluate solutions

The Saddle River School District continues to inform and update staff of the I&RS procedures. The procedures are as follows:

- Teacher recognizes a problem(s) with a particular student in class and refers the student to the I&RS committee by filling out the appropriate paperwork. An I&RS meeting is scheduled to and the committee and appropriate staff members gather to discuss and begin the proactive process of assistance.
- Information from the teacher(s), administrator(s), and other school personnel is collected.
- Parent notification where/when appropriate
- The I&RS team begins the problem solving process by offering ideas and suggestions pertaining to the problems while prioritizing the most important issues.
- The I&RS team develops an action plan with specific strategies that can be implemented to achieve both short term and long term goals.
- The I&RS team meets regularly to evaluate and support the action plan (and to adjust accordingly when/where appropriate). Parents are notified on an ongoing basis to continue communication in the support of implementing the strategies set forth in the action plan.

Basic Skills Instruction is also a valuable resource that the Saddle River School District uses to meet the needs of struggling students. Students who require additional academic support will be offered that assistance in all subject areas. This system allows the students to receive in-class or pull-out support when and where appropriate so that grade level curriculum and student learning goals can be met. This program is an intervention system used to create a positive and constructive learning environment so that students can achieve success.

After the I&RS action plan has been in place the team may continue with the current strategies, offer/discuss new strategies or decide that the student should be referred to the district's child study team. In the instance of referring a student to the child study team, it can be concluded that many of the strategies from the action plan were not benefitting the student as intended. The child study team then would follow the guidelines for the referral process and notify the parents/guardians of the potential special education recommendation.

Kindergarten Social Studies Unit 1

Content Area: Social Studies

Unit Title: Identity

Grade Level: K

Unit Summary

In this unit, students will learn about how people identify themselves and what makes each person different.

Primary interdisciplinary connections:

- Math – count the number of boys and girls in the class
- ELA – read a story about a person who changes over time

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

For many students, kindergarten is the first time they spend significant amounts of time with children outside of their own family and neighborhood. This is an opportunity to learn about what makes each person unique.

Learning Targets

Standards

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- My identity includes my gender, ethnicity, family, language, and physical self.
- People are unique and important.
- People change over time.

- People have wants and needs.

NJSLS #	Focus Standards
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
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.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

Unit Essential Questions

- How are people alike and different?
- What are the wants and needs of people?

Unit Enduring Understandings

- People can be alike and different physically, ethnically, with language, by gender, and by personal likes and dislikes.
- People want and need shelter, food, protection, family, love, and friendship.

Unit Learning Targets

Students will ...

- Identify themselves in different ways (e.g., by gender, ethnicity, interests, etc.)
- Understand the difference between a want and a need.
- Identify their own wants and needs.
- Identify ways that people can change.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Kindergarten Social Studies Unit 2

Content Area: Social Studies

Unit Title: Families

Grade Level: K

Unit Summary

In this unit, students will examine what makes a family and the many different forms families can take.

Primary interdisciplinary connections:

- ELA – read stories about different families

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

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http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By learning about different families, students will gain deeper understanding and insight into how people are different.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- A family is a group of people who share a legal or genetic bond.
- Families can include children, parents, and grandparents.
- In some cultures, parents, their children and their grandchildren all live together.
- Families depend on one another for love and protection.
- Families support each other financially.

NJSLS#

Focus Standards

6.1.4.C.6 Describe the role and relationship among households, businesses, laborers and governments within the economic system.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

Unit Essential Questions <ul style="list-style-type: none">• How do families celebrate different traditions?• What is a family?• How are families alike and different?• What are the wants and needs of families?	Unit Enduring Understandings <ul style="list-style-type: none">• People celebrate many different holidays. Some are religious, some are seasonal, and some are patriotic. People also have family celebrations such as birthdays, anniversaries, and weddings.• A family is a group of people who are connected genetically or legally.• Families have different kinds of parents and different numbers of children.• Families need a place to live and food to eat. Families want to go on vacations together.
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Unit Learning Targets
Students will ...

- Describe their family.
- Create a family tree.
- Explain how they are like their family members and how they are different from their family members.

Evidence of Learning

Summative Assessment
There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Kindergarten Social Studies Unit 3

Content Area: Social Studies

Unit Title: Communities

Grade Level: K

Unit Summary

In this unit, students will learn about what makes up a community and what their role is in their community.

Primary interdisciplinary connections:

- Science – examine different types of animal communities

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

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Unit Rationale

By learning about different kinds of communities, students will see how they are similar to one another. Students will also gain an appreciation for each individual member's role within the community.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- I live in a neighborhood.
- All people have rights and responsibilities at home, at school, and in the neighborhood.
- Rules are developed to protect people.

NJSLS #

Focus Standards

6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.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.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

- Unit Essential Questions**
- What is a community?
 - Who are community helpers?
 - What is a school?
 - What is a job and why do people work?
 - What rights and responsibilities do we have in our classroom?
 - What is a rule? Why do we have rules?

- Unit Enduring Understandings**
- A community is a group of people who live in the same area and work together to support each other.
 - Community helpers are people whose work is to protect and assist members of the community. Some community helpers are police officers, fire fighters, teachers and other school employees, crossing guards, and mailmen.
 - A school is a place where children in a community go each day to learn.
 - A job is a special role each person in a community fills. Some jobs earn a salary, and some jobs do not. Each job is important because it helps the community in some way.
 - In our classroom, we have a right to a safe environment, a right to have our basic needs met, a right to respect, a right to our individuality, a responsibility to help others, a responsibility to put things away, and a responsibility to recycle.
 - A rule is an expectation that the community has put in place to make sure that each member of the community behaves in a manner that helps the community, rather than hurts it.

- Unit Learning Targets**
Students will ...
- Define a community
 - Describe different kinds of communities
 - Identify community helpers
 - Understand how a school is a kind of a community
 - Explain why people have jobs
 - Understand rules
 - Help create rules for a community

Evidence of Learning

Summative Assessment
 There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations

that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Grade 1 Social Studies Unit 1

Content Area: Social Studies

Unit Title: All About Families

Grade Level: 1

Unit Summary

In this unit, students will learn about what makes a family.

Primary interdisciplinary connections:

- ELA – read stories about different families
- ELA – write a story about your family
- Science – identify different types of animal families

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

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Unit Rationale

By understanding that families exist in every culture and in every country, students will understand that they are more alike children in other places in the world than they are different.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- There are many kinds of families
- Families have fun and celebrate together
- Members of a family care about one another
- Families live in many kinds of homes
- Families have rules that parents make in order to keep children safe

- Describe what happens when people do not follow rules.
- Families travel to many different places for many reasons
- Families have changed over time

NJSLS #	Focus Standards
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.B.2	Use physical and political maps to explain how the location and special relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

Unit Essential Questions

- What is a family?
- Where do families live?
- Why do parents make rules?
- How do families choose transportation?

Unit Enduring Understandings

- A family is a group of people who care about one another.
- Families live in many different kinds of homes around the world.
- Parents make rules because they are in charge and they are responsible for keeping their children safe.
- Families choose transportation based on where they are going, how far away it is, or by how economical it is.

Unit Learning Targets

Students will ...

- Understand what a family is.
- Describe different kinds of families.
- Map where families live in their town.
- Help create rules for their classroom to help keep students safe.
- Describe the different types of transportation available to their families.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

People and Places Macmillan/McGraw-Hill 2003

Grade 1 Social Studies Unit 2

Content Area: Social Studies

Unit Title: Where We Live

Grade Level: 1

Unit Summary

In this unit, students will learn about what makes a community. Students will also learn about how their small community fits into the bigger world.

Primary interdisciplinary connections:

- Science – study a natural resource, how it grows or develops, and why it is important to the world
- ELA – write a picture story about recycling

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

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Unit Rationale

By learning about their own community and how it fits into the world, students will begin to develop an appreciation of how large the world community is and how we all need to be able to depend on one another.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- We all live in communities.
- Maps help us find communities and other places in the world.
- People who live near each other in a community are neighbors.
- Many communities make up a state.

- There are 50 states in our country.
- Our country is part of a continent called North America.
- There are seven continents on Earth.
- There are many names for where we live.
- Earth is made of water and land.
- Natural resources are things in nature that people use.
- We need to protect our natural resources.

NJSL#	Focus Standards
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
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.
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 distribute natural resources.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is geography? • What is a community? • What is weather? • Why is it important to know what the weather is? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Geography tells you where places are and what they are like. • A community is a place where people live, work, and play. • Weather is what it is like outside. Different places in the world can have different types of weather at the same time. • It is important to know what the weather is so that we are dressed appropriately.
<p>Unit Learning Targets</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> • Know and understand the terms associated with geography. • Understand different kinds of communities. • Read a map. • Sort pictures of communities into groups. • Identify the countries that are neighbors of the United States. • Name at least three continents on Earth. • Name the different water forms and land forms found on Earth. • Read a weather chart. • Create a weather chart for their community. 	

- Name natural resources in our community.
- Read a natural resource map.
- Explain what we can do to protect our natural resources.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

People and Places Macmillan/McGraw-Hill 2003

Grade 1 Social Studies Unit 3

Content Area: Social Studies

Unit Title: Good Citizens

Grade Level: 1

Unit Summary

In this unit, students will learn about basic citizenship: laws, responsibilities, and working together. Students will also learn about the basic structures and symbols of American government.

Primary interdisciplinary connections:

- Science – develop a list of rules to keep students healthy
- ELA – read a biographical story about an important American from history.

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By learning what it means to be a citizen and the basic forms of government, students will have a better understanding of their role in our country. By learning that they can vote on smaller things and have a voice now, they will be more likely to grow into citizens with a voice who vote.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- People live and work in groups, and it is important to get along with your groups.
- Rules help people in groups get along.
- A law is a rule that people must follow.
- People follow laws.

- Laws tell you what you can and cannot do.
- People can vote for leaders and to approve some laws.
- There are different kinds of leaders in our country.
- Countries have symbols that help us feel united with one another.
- When we say the Pledge of Allegiance, we are making a promise to be a good citizen.
- Calendars are charts that show the days and months of the year. They help us plan special days.
- There have been many good citizens in the history of the United States who have helped make our country a better place.

NJSLs #	Focus Standards
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.10	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.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.D.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.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What makes a good citizen? • How do rules and laws help people? • What is a leader? • What symbols do we have in the United States? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • A citizen is a person who belongs to a country. A good citizen follows the laws and helps other citizens. • Rules and laws help people to know how to behave so that everyone in the group is safe and happy. • A leader is someone who helps us to make plans and do the right thing.

- The United States has many symbols. One of the most well known is the American flag, which symbolizes the 50 states. Some other symbols are the bald eagle, the Liberty Bell, the Statue of Liberty, and Uncle Sam.

Unit Learning Targets

Students will ...

- Name groups to which they belong.
- Understand the direction words north, south, east, and west.
- Create a map and use direction words on it.
- Name laws that keep people safe.
- Name different kinds of community and government leaders and describe what the leaders do to help citizens.
- Identify rules that help them get along with others at school.
- Understand why people vote.
- Create an opportunity for the class to vote on something.
- Explain why the symbols of the United States are important to its citizens.
- Create a calendar.
- Name and describe some good citizens from American history.
- Explain how they can be good citizens.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

People and Places Macmillan/McGraw-Hill 2003

Grade 1 Social Studies Unit 4

Content Area: Social Studies

Unit Title: All Kinds of Jobs

Grade Level: 1

Unit Summary

In this unit, students will learn about why people work and what jobs people might have. They will also learn how people with great ideas can help make work and jobs better.

Primary interdisciplinary connections:

- Math – create picture graphs to measure various things
- Math – play store and “buy” various items
- Math – explain the difference in values of coins
- Science – learn about tools that help different jobs

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By learning about work and jobs, students will begin to investigate their own interests and ideas, learning what is expected of members of a community who work together.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- There are many different kinds of jobs.
- People must have things that they need in order to survive.
- People must make choices about things that they want.

- There are many kinds of jobs. Most jobs pay a salary. Jobs that do not pay a salary are done by volunteers.
- People buy goods that they cannot make or grow by themselves.
- People pay for services that they cannot perform themselves.
- People can trade for goods and services by giving something to get something in return.
- Tools help people perform jobs.
- Tools have changed over the years and have helped workers do different jobs.
- People with great ideas help make our work and lives better.

NJSLS #	Focus Standards
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.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
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.10	Explain the role of money, savings, debt, and investment in individuals' lives.
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.13	Examine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
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.

Unit Essential Questions

- What is work?
- What are needs?
- What are wants?
- Why do most people need jobs?
- What are goods and services?

Unit Enduring Understandings

- Work is a job that someone does.
- Needs are things we must have to live, such as food, water, and shelter.
- Wants are things we would like to have, but that we do not need.
- People need jobs to earn money to buy the things they need and want.
- Goods are things that people make or grow. Services are things that people do for others.

Unit Learning Targets

Students will ...

- Explain the difference between needs and wants.
- Name three different kinds of jobs.
- Explain why it is important to do your best at work.
- Name kinds of goods and types of service.
- Explain why service jobs are important.
- Read picture graphs of different types of jobs.
- Identify tools that can make jobs easier.
- Explain how tools help people who work.
- Describe how tools have changed the way people have performed jobs through history.
- Identify great inventors who have changed the way people have performed jobs.
- Explain how some inventions have improved the way people work or live.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

People and Places Macmillan/McGraw-Hill 2003

Grade 1 Social Studies Unit 5

Content Area: Social Studies

Unit Title: Americans Long Ago

Grade Level: 1

Unit Summary

In this unit, students will learn about the history of some important Americans.

Primary interdisciplinary connections:

- ELA – read a Native American legend or folktale
- Science – watch a video of some of Thomas Edison’s inventions.

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

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Unit Rationale

By learning about important Americans, students will understand how America became a country. Students will also understand how some famous Americans from history fought to make life better for them.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- The first people to live in America were Native Americans.
- A timeline shows the order of when things happened in history.
- Christopher Columbus came to America in 1492.
- Settlers are people who move from one place to live in another place.
- America used to be ruled by England.

- George Washington was the first president of the United States.
- Sacajawea helped Lewis and Clark explore new American territory.
- Sam Houston was a hero in Texas.
- Abraham Lincoln was an important president who helped slaves become free.
- Long ago, women could not vote, and Susan B Anthony helped to change that.
- Martin Luther King, Jr. fought for Civil Rights for African Americans.

NJSLs #	Focus Standards
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.10	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.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
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.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
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.
Unit Essential Questions <ul style="list-style-type: none"> ● What is history? ● Why is knowing history important? 	Unit Enduring Understandings <ul style="list-style-type: none"> ● History is the story the people, places, and events of the past. ● Knowing our history is important because it helps teach us how we have changed and improved our lives. Knowing history can also help us learn about important Americans so that we can appreciate our lives more.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> ● Compare and contrast several different Native American communities. ● Read a timeline. ● Create a timeline of important events in their life. ● Identify different groups of settlers, such as the Pilgrims. ● Explain why America went to war with England. ● Explain why people called George Washington the “Father of Our Country.” ● Find Lewis and Clark’s trail on a map. ● Explain why the battle of the Alamo was important. ● Explain how Abraham Lincoln got the nickname “Honest Abe.” ● Explain why Abraham Lincoln was one of our greatest Presidents. ● Describe how Susan B Anthony changed the law in the United States. 	

- Compare and contrast life for African Americans before and after Martin Luther King, Jr. fought for Civil Rights.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

People and Places Macmillan/McGraw-Hill 2003

Grade 2 Social Studies Unit 1

Content Area: Social Studies

Unit Title: Our Community

Grade Level: 2

Unit Summary

In this unit, students will learn about communities.

Primary interdisciplinary connections:

- ELA – read a poem about a city, a town, or the country
- ELA – write a story about a community celebration
- Art – create a postcard of your community

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By learning about communities, students will understand that they live in a community and need to work together with the members of their community to keep everyone safe and happy.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- Neighbors live together in a neighborhood.
- People in communities work together to solve problems.
- Communities have changed over time because of changes in transportation.
- People communicate with other people in communities that are far away from their own.
- The ways that people in communities have fun have changed through the years.

- Communities have laws that help people get along with each other.
- Good citizens follow the laws of a community.

NJSLS#	Focus Standards		
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.		
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.		
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.		
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.		
6.1.4.C.18	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> • What is a community? </td> <td> Unit Enduring Understandings <ul style="list-style-type: none"> • A community is a place where people live, work, and have fun together. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> • What is a community? 	Unit Enduring Understandings <ul style="list-style-type: none"> • A community is a place where people live, work, and have fun together.
Unit Essential Questions <ul style="list-style-type: none"> • What is a community? 	Unit Enduring Understandings <ul style="list-style-type: none"> • A community is a place where people live, work, and have fun together. 		
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Identify neighborhoods in their community. • Identify different kinds of neighborhoods. • Draw models of an urban community, a rural community, and a suburban community. • Use a compass rose when reading a map. • Describe how transportation has changed over the years. • Explain how communication has changed over the years. • Compare and contrast what children would have done for fun 100 years ago with what children do for fun now. • Name laws that help people get along with each other. 			
Evidence of Learning			
Summative Assessment <p>There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.</p>			
Teacher Resources: <i>We Live Together</i> Macmillan/McGraw-Hill 2003			

Grade 2 Social Studies Unit 2

Content Area: Social Studies

Unit Title: All About Earth

Grade Level: 2

Unit Summary

In this unit, students will learn about the various landforms and bodies of water that make up Earth. Students will also learn about why it is important to protect our natural resources for the future.

Primary interdisciplinary connections:

- Math – create bar graphs to measure the amount of snow that falls each month of the winter
- Science – study how rivers can change landforms
- Science – study how a recycling plant works

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

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Unit Rationale

By studying how humans can change Earth and how some of those changes can hurt Earth, students will be more aware of their role in protecting our natural resources for future generations.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- A capital is a city where leaders of a state or country work.
- America is made up of 50 states.
- Countries are part of continents; there are seven different continents on Earth.
- There are different shapes of land on Earth, called landforms.

- There are different kinds of bodies of water on Earth.
- Weather affects the way people live in different areas.
- A natural resource is something from nature that is ready for us to use, such as water or sand.
- People change Earth every day.
- Sometimes the changes humans make to the Earth cause problems.
- Describe what John Muir and Teddy Roosevelt did to help protect Earth.

NJSLS#	Focus Standards
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.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.

Unit Essential Questions

- How does geography help me?

Unit Enduring Understandings

- Geography tells me about the people, plants, and animals that live on Earth. It can help me find other places and learn about the land and water. Geography also tells me how weather affects the way we live.

Unit Learning Targets

Students will ...

- Read a map and find countries that border the United States and states that border New Jersey.
- Read a map and find oceans that border the United States and rivers that are near our community.
- Name the continents on Earth.
- Identify different kinds of landforms, such as hills, mountains, an island, and a peninsula.
- Identify different kinds of bodies of water, such as oceans, lakes, and rivers.
- Read a landform map.
- Compare and contrast the weather in two different areas, for example, in Florida and New Jersey.
- Read a bar graph to understand differences in rainfall for a region.
- Name different natural resources.
- Name ways that humans change Earth.
- Explain why humans change Earth and how some changes can cause problems.
- Explain why it is important to protect Earth and its natural resources.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

We Live Together Macmillan/McGraw-Hill 2003

Grade 2 Social Studies Unit 3

Content Area: Social Studies

Unit Title: Our Past

Grade Level: 2

Unit Summary

In this unit, students will learn a brief history of the United States, from its first inhabitants through modern times, and some of the people who helped make us America.

Primary interdisciplinary connections:

- Art – study the painting “Spirit of ‘76”
- Science – study how explorers changed some environments in America
- ELA – read excerpts of the Declaration of Independence or the Constitution

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
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- LEADERSHIP AND RESPONSIBILITY

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Unit Rationale

By learning about America’s history, students will begin to understand that we all have a history, and that our history helps explain who we are.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- Native Americans were the first people to live in America.
- Groups of people have traditions, special ways of doing something, that are passed down over time.
- Explorers came from Europe to learn more about America.

- Some explorers created colonies in America.
- England had 13 colonies in America.
- George Washington led the American army in a war to gain freedom from England.
- The Declaration of Independence was signed on July 4, 1776.
- The Constitution lists the rights of America's citizens
- The northern states of America fought the Civil War against the southern states of America to end slavery.
- Pioneers were people who left their homes in America to travel to a new part of America and help develop it.
- All communities have history.

NJSLS#	Focus Standards	
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.	
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.	
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.	
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.	
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.	
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.	
6.1.4.D.10	Describe how the influence of Native American groups,, including the Lenni Lenape culture, is manifested in different regions of New Jersey.	
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.	
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American heritage.	
6.1.4.D.14	Trace how the American identity evolved over time.	
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	
Unit Essential Questions <ul style="list-style-type: none"> • How do I learn about history? • Why is it important to learn about our past? 		Unit Enduring Understandings <ul style="list-style-type: none"> • We can learn about history by reading stories about the past. We can also learn about history by looking at maps, drawings, photographs, and documents from the past. • It is important to learn about our past so that we can understand how America came to be a country.
Unit Learning Targets <i>Students will ...</i>		

- Compare and contrast homes of Native American groups, and identify how the weather and geography of the region might affect the way the homes are built.
- Identify positive and negative results of exploration in America.
- Explain why they would or would not have been an explorer.
- Explain why the Pilgrims came to America.
- Explain why the colonists fought a war against England.
- Identify the importance of the Declaration of Independence.
- Explain the importance of the Constitution.
- Compare and contrast the Declaration of Independence and the US Constitution.
- Explain the causes of the Civil War.
- Explain how Abraham Lincoln, Harriet Tubman, Sojourner Truth, and Frederick Douglass helped to end slavery in America.
- Understand the difference between explorers, settlers, pioneers, and immigrants.
- Describe some of the hardships experienced by the pioneers.
- Explain why immigrants come to America.
- Describe some of the hardships faced by new immigrants to America.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

We Live Together Macmillan/McGraw-Hill 2003

Grade 2 Social Studies Unit 4

Content Area: Social Studies

Unit Title: All About Work

Grade Level: 2

Unit Summary

Primary interdisciplinary connections:

- Science – investigate how farmers produce goods for consumers
- ELA – write a story about how a tree becomes paper
- ELA – read a poem about a farm

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- People in communities have jobs. Most jobs pay money.
- People who are paid for a job also pay taxes to the community to help pay for services.
- People who do not get paid for a job are volunteers.
- People can work at home, outdoors, in a factory, in an office, or in many other places.
- People have wants and needs, and they have to make economic choices to pay for what they want.
- People use money to pay for goods and services.

- People create budgets so that they can pay for all that they need and some of what they want.
- Producers make or grow goods to sell; consumers use the good made by the producers.
- America trades goods with other countries to get things that we do not make here.
- Technology changes the way our needs and wants are met.
- Inventors can change the way our needs and wants are met by introducing creative ideas or goods.

NJSLs#	Focus Standards
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including one 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.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
6.1.4.C.13	Examine the role of entrepreneurs in a capitalistic society.
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.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
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.
Unit Essential Questions <ul style="list-style-type: none"> • Why do people work? 	Unit Enduring Understandings <ul style="list-style-type: none"> • People work for many reasons. Most people work to earn money to buy things that they need or want. Some people work because they want to help others. Some people work because they want to make the world a better place.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Describe many different kinds of jobs. • Explain why people who earn money pay taxes. • Compare and contrast volunteer jobs and paid jobs. • Explain what things people need in order to live. • Compare and contrast wants and needs. 	

- Understand and explain the difference between goods and services.
- Create a savings and spending plan to pay for something they want.
- Explain choices that people make when spending money.
- Use the table of contents and index of books to locate information within a book.
- Identify goods that they consume.
- Explain how resources move from a farm to a factory to be turned into goods to sell to consumers.
- Read a map to follow how goods travel from a farm to a factory to a store.
- Read a map to follow the route that goods travel when we trade them with other countries.
- Describe the transportation used when goods are traded with other countries or when goods are sent to market.
- Describe how their wants and needs may be different from the wants and needs of children who lived in the past.
- Describe an invention that changed the wants and needs of Americans.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

We Live Together Macmillan/McGraw-Hill 2003

Grade 2 Social Studies Unit 5

Content Area: Social Studies

Unit Title: Our Government

Grade Level: 2

Unit Summary

In this unit, students learn about how our government functions, how it developed, and how laws have been made to help protect the rights of all American citizens. Students will also learn about America's heritage and unique identity.

Primary interdisciplinary connections:

- Science – investigate laws that have been passed to protect the environment
- ELA – write an explanation of how a new law is created

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By learning about how our government was created and why laws have been created, students will be more likely to have an active involvement in the functioning of their local and regional communities.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- In America, we follow laws from our community, our state, and our country.
- We vote for most of our leaders, and some of our leaders are appointed.
- The governments in America have three parts.
- Some unfair laws have been changed so that they are fair.

- People pay taxes to their communities to pay for some of the things that communities need.
- The capital of our country is Washington, DC.
- America and New Jersey have many symbols that stand for parts of our history, heritage, or government.
- Many heroes helped to make America better for all people.

NJSLs #	Focus Standards
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.10	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.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
Unit Essential Questions <ul style="list-style-type: none"> • How does our government work? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Our government is a democracy, which means that we can choose our leaders by voting for them. There are three branches, or parts, of our government, and each part helps to make sure that the government is fair for everyone.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Explain the differences between a mayor, a governor, and a president. 	

- Know who their mayor, governor, and president are.
- Understand what it means to have an election and vote.
- Understand why some government leaders are appointed rather than elected.
- Explain who makes the laws in our government.
- Describe what Thurgood Marshall did to make sure that laws were fair for all people.
- Explain how communities solve problems.
- Draw a flow chart to show how a community problem is solved.
- Describe some important monuments and buildings in their community, in their state, and in our nation's capital.
- Use a grid map to locate important places in a community.
- Identify and explain symbols of America, such as the flag, the bald eagle, and Statue of Liberty, and some symbols of New Jersey.
- Describe what some American heroes, such as Paul Revere, Susan B Anthony, Chief Joseph, and Rosa Parks did to help make America more fair.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

We Live Together Macmillan/McGraw-Hill 2003

Grade 3 Social Studies Unit 1

Content Area: Social Studies

Unit Title: People Build Communities

Grade Level: 3

Unit Summary

In this unit, students will learn about communities: how they are formed, why they are formed, and what people in a community need.

Primary interdisciplinary connections:

- ELA – Write a story about a community.
- Science – compare and contrast the characteristics of two communities

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

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http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By learning about how and why communities are formed and what communities need, students will be better able to understand that they are a part of a community. They will begin to develop an appreciation for the need for members of a community to work together.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- Members of a community help to make their community a place they can be proud of.
- Members of a community work together to help those who need it.
- Members of a community have fun together.

- There are different kinds of communities.
- Our families and friends are what make a community our home.
- The people and places in a community are affected by the geography of their community.
- Different communities have different weather and climates.
- People in communities depend on the natural resources around them.
- It is important for people in a community to protect their environment.
- There are maps for learning about many different features of communities.

NJSLs #	Focus Standards
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and distribute 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.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is a community? • Why do people want to live in communities? • Why is it important to know about and understand different kinds of communities? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • A community consists of a group of people who live and work in the same area. Members of a community depend on one another to keep the community growing. • People want to live in communities because members of a community work together and help one another out. Members of a community help to entertain one another and make them feel safe and part of a community of friends and neighbors. • Understanding what makes different kinds of communities special helps us respect people who live differently than we do.
<p>Unit Learning Targets</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> • Identify different kinds of communities. • Explain how communities work together in times of trouble to make everyone feel safe. • Understand ways that members of a community can have fun together. 	

- Understand the difference between urban communities, suburban communities, and rural communities.
- Understand that communities need to protect their natural resources so that the community can survive and thrive.
- Compare the weather and climate of different communities.
- Read a landform map.
- Understand the difference between renewable resources and nonrenewable resources.
- Identify ways we can protect natural resources in our own communities.
- Understand the differences between a variety of landforms (e.g., plateau, hill, peninsula, island).

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Our Communities Macmillan/McGraw-Hill 2003

Grade 3 Social Studies Unit 2

Content Area: Social Studies

Unit Title: Communities Have History

Grade Level: 3

Unit Summary

In this unit, students will learn about the history of early communities in the United States, and how those early communities grew and changed.

Primary interdisciplinary connections:

- Math – use a scale map to create word problems that measure distance
- ELA – write a story about an early explorer or colonist
- ELA – read a story about an immigrant to America

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

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http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By learning about how America has changed since it was founded, students will learn that America is constantly changing and growing as new people come from other cultures to live here.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- Native Americans formed the first communities in America.
- Colonies were formed by explorers who came to America looking for resources.
- Slaves were people captured from West Africa and brought to America to be sold to colonists.

- Early colonists bought slaves to help do their work without having to pay workers.
- Pioneers are people who moved from one place in America to an undeveloped place in America and helped develop it.
- Changes in transportation helped to change America.
- Immigrants from other countries helped to build America.
- After the Civil War ended slavery, many African Americans moved north to start new lives in northern cities.
- Dr. Martin Luther King, Jr. helped to guarantee the rights of African American citizens in America.
- Inventions and scientific discoveries have made communities better and safer places to live.

NJSL#	Focus Standards
6.1.4.A.10	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.
6.1.4.A.12	Explain the process of creating change at local, state, or national level.
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
Unit Essential Questions <ul style="list-style-type: none"> • How have communities changed? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Communities started out as small areas where a few people lived. As more people came to America, communities grew to be bigger. Villages grew into towns and towns grew into cities. Pioneers moved west and more communities were

started. Transportation improved, and made it easier for people to move from one community to another. People immigrated from other countries and brought their culture with them, which also changed the communities.

Unit Learning Targets

Students will ...

- Describe how America's culture is a combination of many cultures that developed through America's history.
- Compare and contrast the cultures of different Native American groups.
- Describe how Native Americans used the natural resources to create their communities.
- Use a scale map to find the distance between two places.
- Create a scale map of their community or school.
- Describe the hardships experienced by early explorers and colonists.
- Compare and contrast an enslaved person with a paid worker.
- Explain how people like Daniel Boone, Lewis and Clark, and Sacagawea helped to change America.
- Describe how changes in transportation made it possible for more people to move to new places in America.
- Compare and contrast pioneers in the western United States with immigrants coming to America from Europe.
- Compare and contrast the experiences of African Americans freed from slavery who moved into cities in the north with the experiences of immigrants who moved from Europe into cities across America.
- Describe an invention or discovery that made a community a better or safer place to live.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Our Communities Macmillan/McGraw-Hill 2003

Grade 3 Social Studies Unit 3

Content Area: Social Studies

Unit Title: Communities at Work

Grade Level: 3

Unit Summary

In this unit, students will learn about different jobs in different communities, and about how those jobs help to keep a community's economy growing and changing.

Primary interdisciplinary connections:

- Math – create a budget plan
- Math – calculate tax on goods

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

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Unit Rationale

By studying the economy and budgets, students will become more financially responsible citizens. They will understand how prices are set based on supply and demand and will be smarter consumers.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- People work to earn money.
- Some people make money by running a business.
- People are producers and consumers and can choose what they want to produce and consume.
- The economy is the way a country produces and uses its money, goods, natural resources, and services.

- People make choices about how to spend their money.
- People plan budgets to make sure that they have enough for what they need to buy, and so they can plan for what they want to buy.
- Different communities have different kinds of jobs based on their resources.
- Americans trade goods domestically and internationally.
- Trade links communities.

NJSLS #	Focus Standards
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.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.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.
6.1.4.C.18	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What jobs do people do? ● Why do people work? 	<ul style="list-style-type: none"> ● People work in businesses, in offices, on farms, in hospitals, in factories, and in many other places. They either make goods or perform services for others. ● Most people work to earn money to buy what they need or want. They use the money for food, clothes, and a place to live.

Unit Learning Targets
<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Name ways that they can earn money. ● Evaluate goods to decide what they will purchase. ● Explain how the economy works in the United States. ● Create a savings plan to buy something that they want. ● Create an imaginary household budget. ● Explain the differences between goods that come from the country, goods that come from the suburbs, and goods that come from cities. ● Use a transportation map to follow the route of goods that are transported from one location to another. ● Describe goods that can be traded. ● Explain why we trade goods.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Our Communities Macmillan/McGraw-Hill 2003

Grade 3 Social Studies Unit 4

Content Area: Social Studies

Unit Title: Communities Have Governments

Grade Level: 3

Unit Summary

In this unit, students will learn about how different communities govern themselves and about how important it is for members of a community to follow the rules and laws to keep everyone in the community safe.

Primary interdisciplinary connections:

- Math – create a graph to demonstrate how many representatives each state has
- Science – examine how a natural disaster hurts a community and what the Red Cross and government do to help
- ELA – write a story about someone who helped change their community.

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By learning about how the government works and how communities take care of their citizens, students will be more likely to be compassionate citizens who advocate for and help their neighbors in their community.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- America's government is set up in three parts, and each part has a different job to do.

- Local government provides many services for their communities.
- Washington, DC is a special city because it is the nation’s capital.
- The President works with Congress and the House of Representatives.
- Every state has two senators and a number of Representatives based on its population.
- Other countries have a government and a capital city.
- Citizens get involved in their communities by voting and doing things to make the community better.
- Citizens in a community are like a family and they help each other solve problems.

NJSLs #	Focus Standards
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
Unit Essential Questions <ul style="list-style-type: none"> • How does government work in our country? 	Unit Enduring Understandings <ul style="list-style-type: none"> • In our country we have community, state, and national governments. Our national government is in Washington, DC. Our citizens work together to solve problems.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Explain the difference between a mayor, a governor, and a president. • Identify some services that are provided by the government. • Explain how taxes are used to help communities. • Explain what Congress does. • Read a map of Washington, DC. • Tell how many Senators and Representatives New Jersey has in Washington, DC. • Compare the numbers of Representatives each state has in Washington, DC • Use a grid map to locate important locations in Washington, DC. • Compare and contrast America’s government with Mexico’s government. • Compare and contrast Washington, DC with Mexico City. • Understand what the “common good” is. • Identify things that they can do that are for the “common good.” • Explain how certain events are connected by cause and effect. 	

- Explain how organizations like Habitat for Humanity and the Red Cross help people and communities.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Our Communities Macmillan/McGraw-Hill 2003

Grade 3 Social Studies Unit 5

Content Area: Social Studies

Unit Title: Many Cultures, One Country

Grade Level: 3

Unit Summary

In this unit, students will learn about the many different cultures that exist in the many different communities across this country and around the world.

Primary interdisciplinary connections:

- ELA – read American folktales and legends

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By learning that America's culture is comprised of many different cultures, students can better understand why America has been called the Melting Pot. Even though we come from many different cultures, America has a culture of its own.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- Culture is an important part of our lives because it shapes our communities and our country.
- Culture is a way of life for a group of people and includes language, art, music, food, holidays, and customs.
- When people came to America, they brought parts of their culture with them.
- Americans come from many cultures, yet all Americans share some beliefs.

- Culture can be shared through stories.
- American culture has stories about real American heroes and about American legends.
- Communities within America may have their own cultures.
- Culture exists in every country around the world.

NJSLS #	Focus Standards
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Essential Questions

- What cultures make up our communities?

Unit Enduring Understandings

- **The cultures of people from around the world have shaped American communities, culture, and heritage.**

Unit Learning Targets

Students will ...

- Identify elements of their cultural heritage.
- Participate in a culture fair.
- Understand that many parts of American culture were absorbed from other cultures.
- Read a bar graph depicting cultures of immigrants to the United States.
- Share stories from other cultures.
- Identify American heroes who are a part of the American Culture, such as Harriet Tubman and Davey Crockett.
- Understand the difference between a hero and a legend.
- Tell about American legends such as Paul Bunyan and Pecos Bill.
- Tell how American artists such as Mark Twain and Bernice Abbott are part of American culture.
- Identify events, people, food, art, or places that are part of New Jersey's culture.
- Compare and contrast the culture of a city like New Orleans with a city like New York.
- Compare and contrast the culture of America with the culture of another country.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations

that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Our Communities Macmillan/McGraw-Hill 2003

Grade 4 Social Studies Unit 1

Content Area: Social Studies

Unit Title: The Geography of New Jersey

Grade Level: 4

Unit Summary

This unit focuses on the different geographical regions of New Jersey.

Primary interdisciplinary connections:

- Science – study glaciers and the effects they have on land, particularly the land in New Jersey
- ELA – create a pamphlet describing the many different regions of New Jersey

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By studying the different regions of New Jersey, students will have a better understanding of the history and development of New Jersey, as well as the different economies of the state.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- New Jersey has four different land regions.
- Glaciers created much of New Jersey's geography.
- Because of its key location, New Jersey is a leader in transportation.
- The economies of each region are different because of the geography and the environment.

NJSLS #

Focus Standards

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.
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.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.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do the different regions of New Jersey affect its economy? • How does the environment of New Jersey affect its economy? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The different regions of New Jersey are suitable to different forms of business. Some regions of New Jersey appeal to tourism, while others are most suitable to farming. • The different environments in New Jersey allow for a summer tourist season in the shore region and a winter tourist season in the Highlands Region.
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<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • Identify the four regions of New Jersey. • Explain why New Jersey’s location makes it a leader in transportation. • Describe New Jersey’s climate. • Identify New Jersey’s renewable resources. • Explain ways that we can keep New Jersey beautiful. • Explain what a barrier island is and why it is important to the geography of New Jersey. • Understand and explain why the Pine Barrens are an important natural resource that needs to be preserved and protected.
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Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students’ skills have developed over a period of time.

Teacher Resources:

Social Studies: New Jersey Scott Foresman, 2008

Grade 4 Social Studies Unit 2

Content Area: Social Studies

Unit Title: Native Americans and European Settlers

Grade Level: 4

Unit Summary

This unit focuses on the early people who inhabited New Jersey.

Primary interdisciplinary connections:

- Science – examine fossils found in New Jersey
- ELA – write a narrative about the first meeting between a European explorer and a Native American in New Jersey

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By learning about the earliest people of New Jersey, students will understand how some cities and towns were named and how some roads were developed.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- Many place names in modern New Jersey come from Lenni Lenape names for those places.
- Swedish and Dutch explorers settled in New Jersey before the British laid claim to the land.
- New Jersey was divided into two colonies for a while.

- The settlers in New Jersey lived peacefully for a while with the Lenni Lenape and Delaware Indians, but then conflicts arose over misunderstandings of cultural differences.

NJSLS#	Focus Standards
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.10	Describe how the influences of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How did the Lenni Lenape help to shape the state of New Jersey? • Why did Europeans first come to New Jersey? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Many places in New Jersey are still called by their Lenni Lenape name. Many roads in New Jersey began as Lenni Lenape hunting trails. • European explorers were looking for a shorter trade route to Asia from Europe. They were searching for the Northwest Passage, but they never found it. Instead, they found the continent of North America.
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<p>Unit Learning Targets</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> • Explain how the original residents of New Jersey arrived and settled in the area many years before the first European settlers arrived. • Understand the government, ceremonies, food, and homes of the Lenni Lenape. • Know who the first settlers in New Jersey were. • Understand how and why New Jersey was once divided into two colonies: East Jersey and West Jersey. • Understand how misunderstandings of each others’ cultures led to disagreement between the Delaware and the settlers in New Jersey.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students’ skills have developed over a period of time.

Teacher Resources:

Social Studies: New Jersey Scott Foresman, 2008

Grade 4 Social Studies Unit 3

Content Area: Social Studies

Unit Title: A New Nation

Grade Level: 4

Unit Summary

This unit will explain New Jersey's role in the American Revolution and the beginning of the United States of America.

Primary interdisciplinary connections:

- ELA – review transitional words in order to better understand historical sequencing of events
- ELA – create a newspaper that includes articles about the Revolutionary War in New Jersey

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By learning about New Jersey's role in the American Revolution, students will understand one of New Jersey's nicknames of the "Crossroads of the Revolution" and will have a better appreciation for our role in forming the new nation.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- Colonists were angered by the many taxes imposed on them by the British.
- Benjamin Franklin, an important early patriot, was the father of William Franklin, a royal governor of New Jersey, who was arrested for remaining loyal to the British.

- William Livingston was the first governor of New Jersey after the American Revolution.
- Five men from New Jersey signed the Declaration of Independence.
- Many battles of the American Revolution were fought in New Jersey.

NJSLS#	Focus Standards		
6.1.4.A.1	Explain how rules and laws created by community, state, and national government protect the rights of people, help resolve conflicts, and promote the common good.		
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contributed to the continuation and improvement of American democracy.		
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.		
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.		
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.		
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.		
6.1.4.D.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.7	Explain the role Governor William Livingston played in the development of New Jersey government.		
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> • How did New Jersey's geography and location enable it to play such an important role in the American Revolution? </td> <td> Unit Enduring Understandings <ul style="list-style-type: none"> • Because of New Jersey's position between Philadelphia and New York City, both very important colonial cities, people and armies criss-crossed the state regularly, often stopping for skirmishes on the way. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> • How did New Jersey's geography and location enable it to play such an important role in the American Revolution? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Because of New Jersey's position between Philadelphia and New York City, both very important colonial cities, people and armies criss-crossed the state regularly, often stopping for skirmishes on the way.
Unit Essential Questions <ul style="list-style-type: none"> • How did New Jersey's geography and location enable it to play such an important role in the American Revolution? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Because of New Jersey's position between Philadelphia and New York City, both very important colonial cities, people and armies criss-crossed the state regularly, often stopping for skirmishes on the way. 		
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Understand the importance of the Stamp Act and the Townshend Acts in angering the colonists toward a war. • Identify famous New Jerseyans who were involved in steps leading up to and during the American Revolution. • Identify the New Jersey signers of the Declaration of Independence. • Explain why George Washington's victory at Trenton was so significant in the course of the American Revolution. • Explain New Jersey's role in the creation of the Constitution. 			
Evidence of Learning			
Summative Assessment <p>There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.</p>			
Teacher Resources: <i>Social Studies: New Jersey</i> Scott Foresman, 2008			

Grade 4 Social Studies Unit 4

Content Area: Social Studies

Unit Title: Building a Nation

Grade Level: 4

Unit Summary

This unit reviews the many inventions and innovations that came out of New Jersey, as well as the role that New Jersey played in abolitionism, the Underground Railroad, and the Civil War.

Primary interdisciplinary connections:

- ELA – prepare a news report on an historical event in New Jersey’s history

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By learning about the many innovations that have come out of New Jersey, students will gain a better understanding of the rich cultural and creative history of their state.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- Many important inventions, innovations, and scientific discoveries have come out of New Jersey.
- Because of its geographical location, New Jersey became a center of innovations in transportation.
- New Jersey’s many rivers have created ideal locations for centers of industry.

- New Jersey started was home to many abolitionists, and there were also many Underground Railroad stops in the state as well.
- Brigades from New Jersey fought in many major Civil War battles, such as Gettysburg, and helped the North to win the war.

NJSLS#	Focus Standards
6.1.4.A.3	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.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
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 visualization) can be used to understand cultural differences.
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.13	Examine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
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.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How was it that so many innovations and inventions came from New Jersey? • Why was New Jersey such an active part of the Underground Railroad? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • New Jersey was a hub of industry and transportation. As more goods were produced, people were looking for ways to be more efficient and to move goods more quickly. These needs created an atmosphere that fostered creativity and innovation. • New Jersey’s proximity to Delaware and Maryland, both slave states, made it a fast destination for runaway slaves. In addition, runaway slaves were able to board actual trains in New Jersey that would take them to farther north destinations.
<p>Unit Learning Targets</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> • Identify scientific discoveries, inventions, and innovations that developed in New Jersey. 	

- Explain how many cities were able to develop and grow in New Jersey because of its many rivers, natural resources, and central location.
- Explain how the abolitionist movement grew in New Jersey in the years leading up to the Civil War.
- Analyze the success of the Underground Railroad in New Jersey.
- Explain who Harriet Tubman and other prominent figures in the ant-slavery movement were.
- Analyze New Jersey's contributions to the success of the Northern army in the Civil War.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Social Studies: New Jersey Scott Foresman, 2008

Grade 4 Social Studies Unit 5

Content Area: Social Studies

Unit Title: New Century, New Challenges

Grade Level: 4

Unit Summary

In this chapter, students will be introduced to many inventions that changed the way people in New Jersey lived.

Primary interdisciplinary connections:

- ELA – Create an ad for a new product that emerged in the early 20th century in New Jersey.

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By learning about the many inventions that came from New Jersey, students will have a better appreciation for the creativity of New Jerseyans and the technical and industrial centers of the state.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- The phonograph, light bulb, and movie camera were all invented in New Jersey.
- Campbell's Soup Company and Johnson & Johnson were both begun in New Jersey.
- President Grover Cleveland was born in Caldwell, NJ.
- New Jersey became home to immigrants from many different countries.
- Many soldiers left for the battlefield during WW2 from forts and ports in New Jersey.

NJSLs #	Focus Standards
6.1.4.A.10	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.
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
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.4	Describe how supply and demand influence price and output of products.
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.13	Examine the qualities of entrepreneurs in a capitalistic society.
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.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
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.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
<p data-bbox="139 1465 448 1503">Unit Essential Questions</p> <ul data-bbox="191 1507 704 1650" style="list-style-type: none"> <li data-bbox="191 1507 704 1577">● How does a country or state develop a cultural identity? <li data-bbox="191 1581 704 1650">● How can positive culture changes come from negative experiences? 	<p data-bbox="769 1465 1159 1503">Unit Enduring Understandings</p> <ul data-bbox="769 1507 1390 1936" style="list-style-type: none"> <li data-bbox="769 1507 1390 1787">● Countries and states develop cultural identities through their collective experiences. These collective experiences happen as stories are told about real or fictitious citizens, and as heroes and innovators rise in prominence. Other ways that cultural identities develop is through shared songs and events that instill feelings of pride in the citizens. <li data-bbox="769 1791 1390 1936">● When people work together to correct or change a negative experience, this can have a positive effect on the overall culture of a state, region, or country. An example of this can be seen in the works of

Harriet Tubman, who was an important figure in the Underground Railroad, and in Dr. Martin Luther King, Jr., who was an important figure in the Civil Rights Movement.

Unit Learning Targets

Students will ...

- Explain how New Jersey was able to expand and grow as a result of immigrants moving here from other places in the world.
- Identify some challenges faced by immigrants to New Jersey and how some of those challenges were overcome while some still exist.
- Analyze how New Jersey's natural resources (rivers, good soil, iron, etc.) helped make New Jersey a center of industry and commerce.
- Explain why protecting New Jersey's natural resources is important now and for future generations.
- Explain how much of New Jersey's economy is dependent on the environment, including the weather.
- Identify the characteristics of New Jersey that made it a hub for transportation innovations.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Social Studies: New Jersey Scott Foresman, 2008

Grade 5 Social Studies Unit 1

Content Area: Social Studies

Unit Title: The Exploration and Settlement of North America

Grade Level: 5

Unit Summary

This unit explores the early civilizations and cultures of America. It examines European exploration and colonization of North America.

Primary interdisciplinary connections:

- Math – Calculate the measurement (distance, time, etc.) of early exploration routes.
- English Language Arts – Write a narrative from the point of view of an early explorer, an early settler, or a Native American that tells the story of one of the early settlements in America.

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

This unit helps to explain why American culture represents a blend of so many other cultures, based on the culture of the Native Americans who lived here and on the cultures that each wave of explorers and settlers brought with them.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- European exploration expanded global economic and cultural exchange into the Western Hemisphere.

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

NJSLS #	Focus Standards
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude and latitude) using historical maps to determine what led to the exploration of new water and land routes.
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.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.

Unit Essential Questions

- Why did Europeans begin exploring the New World?
- What did Europeans gain from exploring America?
- How can the study of multiple perspectives, belief systems, and cultures help us understand some of the conflicts experienced by early settlers and Native Americans?
- How did the exploration of America change the world?

Unit Enduring Understandings

- The main reasons Europeans explored the New World were the desire to find a shorter water route to Asia, the desire to establish colonies, the desire for gold and other wealth, and the desire to find a solution for religious conflict.
- Europeans gained territory in the form of colonies, natural resources and other wealth, and additional power and respect in the European community.
- The Spanish, English, French, and Dutch set up different types of government in their colonies based on their view of how best to control the new colonies. These systems of government were often very different from those practiced by the Native Americans who lived here. They also brought their own religions and cultural beliefs and practices, which also differed from those of the Native Americans living here. This resulted in conflict as each group felt threatened by differences.
- The exploration of America changed the global economy and power structure as nations gained more territory and influence in larger areas of the world.

Unit Learning Targets

Students will ...

- Identify factors that led to European overseas exploration.
- Describe the early explorers and their motives for exploration of North America.
- Trace the major land and water routes of the explorers.

- Compare the political, social, economic, and religious systems of the Europeans and Native Americans who converged in the Western Hemisphere after 1492.
- Understand the difficulties faced by many of the early settlers in North America.
- Understand the conflicts that arose between the early explores, settlers, and Native Americans.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Our Nation Macmillan/McGraw-Hill, 2003

Explorers by Dennis Brindell Fradin

Atlas of the World in the Age of Discovery: 1453-1763 by W. D. Townson

The Look It Up Book of Explorers by Elizabeth Cody Kimmel

Grade 5 Social Studies Unit 2

Content Area: Social Studies

Unit Title: Colonization and Conflict

Grade Level: 5

Unit Summary

This unit further explores the establishment of colonies in America, and also studies the social, religious, and economic impact experienced by colonists based on geographic locations.

Primary interdisciplinary connections:

- Math – Determine the profits earned by various crops in the colonies.
- English Language Arts – create pamphlets for each region of colonies, describing climate, region, population, crops, and reasons for moving there.

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

This unit focuses on how the colonies grew from being dependent on other governments and peoples for help, to being able and eager to govern themselves.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.
- The geographical regions of the colonies and the people who lived there determined, in many ways, the economics of the colonies.

- As the colonies grew and new generations were born, the desire for self-government increased.
- The indentured servant and slave labor systems and loss of Native American lives had a lasting impact on the development of the United States and American culture.

NJSLs #	Focus Standards
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.
6.1.8.B.2.a	Determine the 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.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why did people move to the colonies in North America? • How did economic, political, and cultural decisions promote or prevent the growth of personal freedom, equality, and respect for human dignity? • How did physical geography and the environment influence the development of the American economy and culture? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • People moved to the American colonies for a variety of reasons including religious freedom, economic opportunities, and a desire for a new way of life. Many also were forcibly moved to the American colonies against their will as part of the developing slave trade. • Slavery had been part of the social and economic system in Europe since ancient times, and most of those enslaved were people who had been captured in war. The development of indentured servitude came about as a way for poor or disadvantaged Europeans to pay for their passage to the American colonies. The colonies used slavery to gain profits from plantations, and to justify the ownership and often horrible treatment of human beings. • The way people made a living in the colonies depended on location, climate, and topography of the land. The American colonies grew from Dutch, English, French, and Spanish settlements, and retained many of the elements of the culture of the original explorers and settlers. The colonies were split into three major sections: New England, Middle, and Southern colonies.
<p>Unit Learning Targets</p>	

Students will ...

- Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450, including the transatlantic slave trade.
- Discuss how millions of Africans, brought against their will to the American colonies, retained their families and their cultures during enslavement.
- Identify the differences between the colonies' geographies, economies, and cultures.
- Understand reasons that might lead someone to come to the American colonies as an indentured servant.
- Describe daily life in the colonies.
- Understand the causes of conflicts between colonists and the Native Americans, and be able to explain why many of those conflicts resulted in war.
- Understand the development and economics of slavery in the American colonies.
- Explain the Triangle Trade and its impact on the economy of the American colonies.
- Describe how the colonies began to govern themselves.
- Explain how rivalries in Europe led to wars in the American colonies.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Our Nation Macmillan/McGraw-Hill, 2003

Journeying to a New Land: The Slave Trade by Creative Media Applications

Grade 5 Social Studies Unit 3

Content Area: Social Studies

Unit Title: The Fight for Independence

Grade Level: 5

Unit Summary

This unit focuses on how European culture created the foundation of many of the institutions and cultures that America values to this date. It also focuses on how the independent spirit of the colonists helped to shape the independent spirit of America today.

Primary interdisciplinary connections:

- English Language Arts – pretend to be a colonist in Boston, New Jersey, or Philadelphia at the time of the American Revolution, and write a letter to a cousin or friend about what they have observed leading up to or during the time of the American Revolution.

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

Through studying the beginnings of American history, students will develop an appreciation for our common past and experience that all Americans share.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- Britain became the dominant governing force in Colonial America.

- The colonists adapted ideas from European heritage and from Native American groups to develop new political and religious institutions and economic systems, and began to govern themselves more independently as their European leaders were involved in conflicts overseas.
- The colonists created a new government that would give more citizens a voice.
- The war started out badly for the colonists, but Spain and France helped, and the colonists were eventually victorious.
- The founding fathers created a government with a system of checks and balances and political parties so that no one group or region would be able to gain more power over another.

NJSLs #	Focus Standards
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 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 the Bill of Rights.
6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic.
6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.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.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these relations between Britain and its North American colonies.
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.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

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.
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Unit Essential Questions

- How did the experiences of the British colonists help to shape the future of America?
- Why was it important to the Founding Fathers that the American government have three branches and a system of checks and balances?
- Why was the Constitution created, and why is it so important?

Unit Enduring Understandings

- The British colonists had been subjected to a very strong, tyrannical central government, and it was important to them that they create a new government that would be more representative of its citizens.
- The Founding Fathers knew that a government under the control of one central figure would eventually become what they had fought for independence from. They created a government with three branches so that no single group or entity could have absolute control over the country.
- The Constitution was created because the new government was too weak to be effective. James Madison wrote the plan out for the Constitution. After many debates and compromises, the United States of America had a new government. The Constitution is the oldest government paper still in use in America.

Unit Learning Targets

Students will ...

- Understand the reasons the colonists protested against British rule.
- Know the causes of the American Revolution.
- Understand why the Declaration of Independence was written and how it unified the early Patriot cause.
- Evaluate the strengths and weaknesses of the American army.
- Explain what enabled the American army to go from several defeats to winning the war.
- Understand how other nations helped the American army to win the Revolution.
- Explain what the Articles of Confederation were, and why they weren't strong enough to run the new country effectively.
- Understand the importance of the Constitution, why it was written, and how it was created through compromise.
- Identify and explain the different branches of the American government and what each branch is responsible for.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

- Our Nation* Macmillan/McGraw-Hill, 2003
- We the People, the Story of Our Constitution* by Lynne Cheney and Greg Harlin
- The US Constitution and You* by Syl Sobel

Grade 5 Social Studies Unit 4

Content Area: Social Studies

Unit Title: A New Nation

Grade Level: 5

Unit Summary

This unit focuses on how the United States grew from a new nation faced with financial challenges from war recovery and trying to gain respect in the world, to a nation who defeated the British for a second time, who more than doubled its size geographically, and who became a world power, respected by European nations.

Primary interdisciplinary connections:

- Math – calculate how much the United States paid, per square mile, for the Louisiana Purchase
- ELA – Write a narrative of a settler headed west.

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By studying the growth of America after the American Revolution, students will develop a better understanding of how we came to be a nation of 50 states from the original 13 colonies who fought and won the American Revolution.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- Exploring west of the Appalachian Mountains helped create a passage for more explorers and settlers to move west.

- The Louisiana Purchase provided the United States with more territory.
- The War of 1812 proved the strength of America as a nation to the British and to the rest of Europe.
- The Industrial Revolution enabled the United States to become an exporter of goods and a reason for people to immigrate here.
- The presidency of Andrew Jackson saw many changes to the government that reflected our increasing size and influence in the world.
- The United States won a war against Mexico and expanded its territory further in the Southwest.

NJSL#	Focus Standards	
6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.	
6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.	
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.	
6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.	
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.	
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.	
Unit Essential Questions <ul style="list-style-type: none"> ● What is Manifest Destiny? ● Why was the Louisiana Purchase an important step in the United State’s growth? ● How did the Industrial Revolution change the structure of the United States? 		Unit Enduring Understandings <ul style="list-style-type: none"> ● Manifest Destiny was a belief that the United States was destined to expand westward to the Pacific Ocean. ● The Louisiana Purchase enabled the United States to double its size geographically. It also secured the port of New Orleans as a vital port for importing and exporting goods. ● The Industrial Revolution helped to create cities built around industry. The rise in factories also created many new jobs that helped to increase the number of immigrants coming to the United States seeking opportunity and wealth.
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> ● Map the westward expansion of the United States. ● Explain why Daniel Boone was an important. ● Explain the reasons for and benefits of the Louisiana Purchase. ● Explain the importance of The Corps of Discovery. ● Understand the causes of the War of 1812. ● Explain how the United States gained land and respect from France, Britain, Spain, and Mexico. ● Explain how the invention of the Spinning Jenny helped to create economic growth in the North, while the invention of the cotton gin helped to make slavery profitable in the South. ● Understand why Southern states wanted to protect the institution of slavery. ● Identify how transportation changed in the United States and evaluate transportation’s role in expanding the economy. 		

- Analyze the importance of Andrew Jackson's presidency.
- Explain the Trail of Tears.
- Identify and understand the many reasons people travelled to the West.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Our Nation Macmillan/McGraw-Hill, 2003

The Star-Spangled Banner by Peter Spier

Daily Life in a Covered Wagon by Paul Erickson

The Everything Kids' States Book by Brian Thornton

Grade 5 Social Studies Unit 5

Content Area: Social Studies

Unit Title: Slavery and Emancipation

Grade Level: 5

Unit Summary

This unit focuses on the spread of slavery in the United States and the charge for the abolition of slavery, culminating in the Civil War.

Primary interdisciplinary connections:

- ELA – Write a journal entry of someone who might be traveling on the Underground Railroad.

21st century themes:

LEARNING AND INNOVATION SKILLS

- CREATIVITY AND INNOVATION
- CRITICAL THINKING AND PROBLEM SOLVING
- COMMUNICATION AND COLLABORATION

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS

- INFORMATION LITERACY

LIFE AND CAREER SKILLS

- FLEXIBILITY AND ADAPTABILITY
- INITIATIVE AND SELF-DIRECTION
- SOCIAL AND CROSS-CULTURAL SKILLS
- PRODUCTIVITY AND ACCOUNTABILITY
- LEADERSHIP AND RESPONSIBILITY

(For more information of the 21st Century Skills and Themes, go to

http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)

Unit Rationale

By studying slavery, the Civil War, and Reconstruction, students will gain a better understanding of the Civil Rights Movement and some of the racial tensions that still exist in areas of the United States today.

Learning Targets

Standards

The New Jersey social studies student learning standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Content Statements

- As cotton became a more important economic staple of the South, the drive to protect the institution of slavery in the South increased.
- Many people called abolitionists spoke out against slavery across the United States.
- The Underground Railroad helped many slaves escape from slavery to freedom in the North and in Canada.

- The Civil War was fought between the Northern States and the Southern States over the rights of states to make slavery legal.

NJSLS #	Focus Standards
6.1.8.D.4.b	Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.B.5.a	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.D.5.d	Analyze the effectiveness of the 13 th , 14 th , and 15 th Amendments to the United States Constitution from multiple perspectives.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How did slavery become so widespread in the United States? • Why was the Emancipation Proclamation such an important document? • How did the death of Abraham Lincoln have negative effects on the Southern states after the Civil War? 	<ul style="list-style-type: none"> • Slavery had become a valuable part of the Southern economy, and enabled wealthy plantation owners to become even wealthier. As new states were added to the US, slavery spread. • The Emancipation Proclamation brought the United States closer to its original goals, as written in the Declaration of Independence and in the US Constitution. It moved to abolish slavery everywhere in the United States and to include former slaves as full citizens of the United States. • Abraham Lincoln wanted the Union restored, and he did not want to punish the South for their participation in the war. After he died, Reconstruction became very aggressive toward the Southern states, which resulted in years of harsh feelings in the South against the Northern states.

- Unit Learning Targets**
Students will ...
- Understand how slavery and states’ rights led to the Civil War.
 - Understand the differences between the Northern and Southern states in the time before the Civil War.
 - Explain how cotton allowed the practice of slavery to increase rapidly.
 - Analyze the importance of former slaves such as Frederick Douglass and Harriet Tubman in the Underground Railroad and the abolitionist movement.
 - Map the routes of the Underground Railroad.

- Analyze how the fight for women's rights and the fight to end slavery worked together.
- Explain how the Missouri Compromise and the Kansas-Nebraska Act were major steps toward the start of the Civil War.
- Analyze the military approaches of the North and the South, and understand why the Northern army won the Civil War.
- Understand how sharecropping evolved after Reconstruction, leaving many former slaves in slave-like conditions.

Evidence of Learning

Summative Assessment

There are a variety of possible summative assessments for this unit that will provide evidence of student learning. Some possibilities include summative projects, summative tests, debates, and demonstrations that verify the knowledge and skills learned. A portfolio should be kept that can demonstrate how students' skills have developed over a period of time.

Teacher Resources:

Our Nation Macmillan/McGraw-Hill, 2003

Henry's Freedom Box: A True Story from the Underground Railroad by Ellen Levine

Who Was Harriet Tubman? By Yona Zeldis McDonough