

**Lebanon Borough Public School  
Social Studies  
Curriculum Guide  
Grades K-8**



**For adoption by all regular education program  
specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy #2200**

**Daniel Elwell: Board President  
David Abeles: Vice President  
Jacklyn Carruthers: Member  
Danielle Nugent: Member  
Benedict Valliere: Member**

**Board Approved: January 8, 2024**

## Units Included in Social Studies Curriculum

*Pages = teacher's guide*

**Kindergarten, First and Second Grades** - All units/magazines included in the program.

### Third Grade -

**Unit 1** - Role of Citizens - pg. 281

**Unit 2** - Mapping Our World - pg. 1

**Unit 3** - Settling the Land (the earliest North American colonists) pg. 253

**Unit 4** - Producers and Consumers - pg. 393

### Fourth Grade

**Unit 1** - How Government Works - pg. 337

**Unit 2** - Regions of the United States - pg. 141

- Part 1: General overview as a class ("Region" magazine)
- Part 2: Group Research Projects on each region (one magazine per group)

**Unit 3** - Conservation and Climate - pg. 85

- the 'Conservation' magazine, except for the 'A Warming World' article from "Climate"

**Unit 4** - How Americans Live (cultures, national identity, and diverse economy) - pg. 309

### Fifth Grade

**Unit 1** - Exploring the Americas - pg. 169

**Unit 2** - Native Americans

- Part 1: General overview as a class ("America in 1492" magazine)
- Part 2: Group Research Projects on Native Americans from each region (one magazine per group)

**Unit 3** - The 13 Colonies (pre-revolution) pg. 227

**Unit 4** - The Bill of Rights and the Civil Rights Movement (two units combined) - pg. 953

**Kindergarten - Social Studies  
Pacing Guide**

<b>Trimester 1 (September - December)</b>	<b>Trimester 2 (December - March)</b>	<b>Trimester 3 (March - June)</b>
Unit 1: Being a Good Citizen Unit 2: Flags and Other Symbols	Unit 3: Jobs Unit 4: Maps Unit 5: Neighborhoods	Unit 6: Past and Present Unit 7: History - A Celebration

<b>Social Studies</b>		<b>Kindergarten</b>
	<b>Unit 1: Being a Good Citizen</b>	<b>Pacing: 2 weeks</b>
<b>Essential Questions</b>	<i>-Why is it important to learn to be a good citizen? -How do people work together to help one another and solve problems?</i>	
<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Evidence of Learning</b>

<p><b>6.1.2.CivicsCM.1</b> Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p><b>6.1.2.CivicsCM.2</b> Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p><b>6.1.2.CivicsPD.1:</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.CivicsPD.2</b> Establish a process for how individuals can effectively work together to make decisions.</p> <p><b>6.1.2.CivicsPI.4:</b> Explain how all people, not just official leaders, play important roles in a community.</p> <p><b>6.1.2.CivicsPI.5</b> Describe how communities</p>	<p><i>Together</i></p> <ul style="list-style-type: none"> <li>Recognize that people live, work, and play together in groups.</li> <li>Understand why it is important to get along with others.</li> </ul> <p><i>Getting Along</i></p> <ul style="list-style-type: none"> <li>Identify ways people get along.</li> <li>Recognize the benefits of getting along with people.</li> <li>Read “Acceptance is My Superpower” by Alicia Ortego, where a child with glasses and uniquely colored hair learns that these differences make her, and everyone, special and stronger. (See <i>Holocaust Education, Appendix E</i>)</li> </ul> <p><i>Rules at School</i></p> <ul style="list-style-type: none"> <li>Understand the purpose of rules.</li> </ul> <p><i>Problems</i></p> <ul style="list-style-type: none"> <li>Identify a problem and offer solutions for the problem.</li> <li>Name ways to resolve conflict.</li> <li>Through role-playing, demonstrate examples of choices and consequences.</li> </ul> <p><i>Malala Yousafzai: People that make a difference</i></p> <ul style="list-style-type: none"> <li>Learn about Malala Yousafzai and her fight for education for all people.</li> </ul> <p><i>Be a Good Citizen in Your Neighborhood</i></p> <ul style="list-style-type: none"> <li>Identify ways to be a good citizen in your neighborhood.</li> <li>Recognize the importance of recycling and keeping your neighborhood clean.</li> </ul> <p><i>It’s the Law!</i></p> <ul style="list-style-type: none"> <li>Identify rules and laws.</li> <li>Discuss consequences of not following rules.</li> </ul> <p><i>Great Citizens in History</i></p> <ul style="list-style-type: none"> <li>Learn about exemplary citizenship by studying Ben Franklin, Cesar Chavez, and Ruby Bridges.</li> <li>Identify examples of honesty and courage.</li> <li>Identify examples of determination and responsibility.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Class discussion and teacher observations</li> <li>Post-article assessment questions (prompts in teacher’s edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment - “Being a Good Citizen” (picture-based multiple choice questions and short answer prompts)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Design a poster to show others a way to be a good citizen.</li> <li>Create and perform a brief skit that shows ways to work together and solve problems.</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>“Get Set to Read” - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit (using ‘smiling’ for true and ‘frowning’ faces) as the teacher reads the prompts aloud.</p>
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<p>work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p><b>6.1.2.CivicsPR.1</b> Determine what makes a good rule or law.</p> <p><b>6.1.2.CivicsPR.2</b> Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p><b>6.1.2.CivicsPR.3</b> Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p><b>6.1.2.HistoryCC.2</b> Use a timeline of important events to make inferences about the "big picture" of history.</p> <p><b>6.1.2.HistoryCC.3</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p>	<ul style="list-style-type: none"> <li>Describe characteristics of great citizens.</li> </ul> <p><i>Activities and Wrap-up</i></p> <ul style="list-style-type: none"> <li>Describe ways people can show respect for people in their community.</li> <li>Demonstrate ways people can be good citizens, solve problems, and help others.</li> <li><b>Magazine vocabulary:</b> cooperate, rule, fair, respect, problem, solution, citizen, responsible, community, laws, brave, honesty</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Read Alouds -</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <ul style="list-style-type: none"> <li>Tortillitas para Mamá and Other Nursery Rhymes, Spanish and English by Margot C. Griego</li> <li>Now and Ben: The Modern Inventions of Benjamin Franklin by Gene Baretta</li> <li>Malala: A Brave Girl from Pakistan and Iqbal: A Brave Boy from Pakistan by Jeanette Winter</li> <li>The Story of Ruby Bridges by Robert Coles</li> <li>The People Could Fly: The Picture Book by Virginia Hamilton</li> <li>Me First by Helen Lester</li> <li>Too Many Tamales by Gary Soto</li> <li>Clara and Davie by Patricia Polacco</li> </ul>	<p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>"Into Social Studies, Kindergarten Benchmark" - <i>Given in September, May, and as needed.</i></li> <li><i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to draw a picture of themselves being a responsible citizen in their homes, at school, or in their wider community.</p> <p>Orally, or by writing, students will explain what they are doing in the picture and how it shows good citizenship.</p>
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Social Studies		Kindergarten
	Unit 2: Flags and Other Symbols	Pacing: 2 weeks
Essential Question	<b><i>-What symbols bring people together as Americans?</i></b>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsDP.1</b> Explain how national symbols reflect on American values and principles.</p> <p><b>6.1.2.CivicsDP.3</b> Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.GeoHE.3</b> Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p><b>6.1.2.HistoryCC.3</b> Make inferences about how</p>	<p><i>The Flag We Wave</i></p> <ul style="list-style-type: none"> <li>Identify the United States Flag as a symbol of our country.</li> <li>Understand that the Flag is made up of meaningful colors and symbols.</li> </ul> <p><i>Our National Anthem</i></p> <ul style="list-style-type: none"> <li>Identify the national anthem as a symbol of our country.</li> <li>Name ways people show respect and unity during the anthem.</li> </ul> <p><i>The Liberty Bell</i></p> <ul style="list-style-type: none"> <li>Identify details about the Liberty Bell.</li> </ul> <p><i>Bald Eagle</i></p> <ul style="list-style-type: none"> <li>Identifying the bald eagle represents strength and is a symbol of our country.</li> </ul> <p><i>Mount Rushmore</i></p> <ul style="list-style-type: none"> <li>Identify the four presidents on the face of Mount Rushmore.</li> <li>Consider how people can become symbols of a country.</li> </ul> <p><i>Statue of Liberty</i></p> <ul style="list-style-type: none"> <li>Identify details about the Statue of Liberty and state what the Statue stands for.</li> </ul> <p><i>Our Capital City</i></p> <ul style="list-style-type: none"> <li>Learn that Washington, D.C. is the capital of our nation.</li> <li>Identify important buildings in Washington, D.C.</li> <li>Learn details about Uncle Sam.</li> </ul> <p><i>State Symbols and Flags</i></p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Class discussion and teacher observations</li> <li>Post-article assessment questions (prompts in teacher’s edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment - “Flags and Other Symbols” (multiple choice and short answer prompts)</li> <li>Ask students to respond to various American symbols.</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Students work in small groups to create a booklet of important American symbols.</li> <li>Imagine that the Statue of Liberty can talk and state what it might say to people coming to America.</li> </ul>

past events, individuals, and innovations affect our current lives.

- Identify flags and other symbols of different states.
- Identify the flag and other symbols of New Jersey.
- Explain why state symbols are chosen.

*Activities and Wrap-up*

- Demonstrate understanding of American symbols and what they represent.
  
- **Magazine vocabulary:** flag, symbol, Pledge of Allegiance, loyal, liberty, anthem, freedom, seal, capital

**Supplementary Resources and Texts**

Read Alouds -

*Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

- The Story of "The Star-Spangled Banner" by Patricia A. Pingry; Candy Cane Press, 2014.
- Purple Mountain Majesties by Barbara Younger
- Our American Flag by Mary Firestone
- The Bald Eagle by Norman Pearl
- A Is for America: A Patriotic Alphabet Book by Tanya Lee Stone

Digital Resource - "Let's Go to Work, Firefighter" video

**Benchmark**

- "Get Set to Read" - *Given before and after the unit.*

Students answer a series of true/false questions about the core content in the unit (using 'smiling' for true and 'frowning' faces) as the teacher reads the prompts aloud.

The same assessment is given again at the end of the unit.

- "Into Social Studies, Kindergarten Benchmark" - *Given in September, May, and as needed.*
- *Given 2-3 times per year: (September, May, and as needed)*

Students will be asked to draw a picture of themselves being a responsible citizen in their homes, at school, or in their wider community.

Orally, or by writing, students will explain what they are doing in the picture and how it shows good citizenship.

Social Studies		Kindergarten
	Unit 3: Jobs	Pacing: 2 weeks
Essential Question	<i>-Why do people choose different jobs?</i>	
Standards	Knowledge/Skills	Evidence of Learning



<p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.CivicsPI.2</b> Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p><b>6.1.2.CivicsPI.4</b> Explain how all people, not just official leaders, play important roles in a community.</p> <p><b>6.1.2.CivicsPI.5</b> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p><b>6.1.2.CivicsPR.4</b> Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p><b>6.1.2.EconEM.1</b></p>	<p><i>Jobs at School</i></p> <ul style="list-style-type: none"> <li>● Identify jobs people do at schools</li> <li>● Describe the work done in each job.</li> </ul> <p><i>Your Job at School</i></p> <ul style="list-style-type: none"> <li>● Identify that a student's job in school is to learn.</li> </ul> <p><i>Community Workers</i></p> <ul style="list-style-type: none"> <li>● Name community workers.</li> <li>● Connect the work people do to their related job.</li> </ul> <p><i>More Community Workers</i></p> <ul style="list-style-type: none"> <li>● Identify the places that people work.</li> <li>● Connect the work people do with the places that they work.</li> </ul> <p><i>Worker Animals &amp; Volunteerism</i></p> <ul style="list-style-type: none"> <li>● Learn that just like doctors and nurses, animals can do jobs that help sick people.</li> <li>● Identify that a volunteer is a person who does a job to help people for no money.</li> </ul> <p><i>Workers Solve Problems</i></p> <ul style="list-style-type: none"> <li>● Identify community workers.</li> <li>● Name the community worker whose job it is to solve a particular problem.</li> </ul> <p><i>Jobs Today and Long Ago</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast jobs from long ago and today.</li> <li>● Analyze images to obtain jobs in the past and the present.</li> </ul> <p><i>Why People Work</i></p> <ul style="list-style-type: none"> <li>● Identify what people earn when they work.</li> <li>● Recognize that when people make choices, there are costs and benefits.</li> </ul> <p><i>Activity Wrap-up</i></p> <ul style="list-style-type: none"> <li>● Learn about a job and share the information and ideas with others.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Class discussion and teacher observations</li> <li>● Post-article assessment questions (prompts in teacher's edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment - "Jobs" (multiple choice and short answer prompts)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Conduct an interview with an adult about their job and share with the class</li> <li>● Create a booklet or piece of artwork about a job students would like to have when grown</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● "Get Set to Read" - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit (using 'smiling' for true and 'frowning' faces) as the teacher reads the prompts aloud.</p>
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<p>Describe the skills and knowledge required to produce specific goods and services.</p> <p><b>6.1.2.EconEM.2</b> Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</p> <p><b>6.1.2.EconEM.3</b> Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</p> <p><b>6.1.2.EconET.1</b> Explain the difference between needs and wants.</p> <p><b>6.1.2.EconET.2</b> Cite examples of choices people make when resources are scarce.</p> <p><b>6.1.2.EconNE.1</b> Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p> <p><b>6.1.2.EconNE.2</b> Describe examples of goods and services that governments provide.</p>	<ul style="list-style-type: none"> <li>● <b>Critical thinking activities:</b> -Analyze items from the past to determine their purpose -Learn how to make wise choices when buying things</li> <li>● <b>Magazine vocabulary:</b> worker, job, teacher, principal, firefighter, police officer, nurse, carpenter, mechanic, money, goods, services</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit’s teacher guide page on the Into Social Studies website.</i></p> <ul style="list-style-type: none"> <li>● Whose Hands Are These? A Community Helper Guessing Book by Miranda Paul</li> <li>● The Berenstain Bears’ Trouble with Money by Stan Berenstain</li> <li>● School’s First Day of School by Adam Rex</li> <li>● Job Wanted by Teresa Bateman</li> <li>● Madeline Finn and the Library Dog by Lisa Papp</li> <li>● Good Morning, City by Pat Kiernan</li> <li>● Online Resource - “Let’s Go to Work Pizza Maker!” video</li> </ul>	<p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>● “Into Social Studies, Kindergarten Benchmark” - <i>Given in September, May, and as needed.</i></li> <li>● <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to draw a picture of themselves being a responsible citizen in their homes, at school, or in their wider community.</p> <p>Orally, or by writing, students will explain what they are doing in the picture and how it shows good citizenship.</p>
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Social Studies		Kindergarten
	Unit 4: Maps	Pacing: 2 Weeks
Essential Question	<i>-How do maps help us describe places?</i>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.GeoHE.1</b> Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p><b>6.1.2.GeoPP.1</b> Explain the different physical and human characteristics that might make a location a good place to live (e.g.,</p>	<p><i>In the Classroom</i></p> <ul style="list-style-type: none"> <li>● Explore a classroom and identify relative locations.</li> <li>● Describe similarities and differences between classrooms</li> </ul> <p><i>On the Playground</i></p> <ul style="list-style-type: none"> <li>● Name objects in an illustration and identify their physical relation to one another.</li> <li>● Describe the location of places using <i>near</i> and <i>far</i>.</li> <li>● Look at a map of the school and surround land and identify well-known locations.</li> </ul> <p><i>Maps</i></p> <ul style="list-style-type: none"> <li>● Describe the purpose of maps.</li> </ul> <p><i>Around the Neighborhood</i></p> <ul style="list-style-type: none"> <li>● Identify map symbols.</li> <li>● Read a neighborhood map and describe the locations of places.</li> </ul> <p><i>Little Red Riding Hood: Mapping a Story</i></p> <ul style="list-style-type: none"> <li>● Interpret a map referenced in the story <i>Little Red Hood</i>.</li> </ul> <p><i>Beyond the Neighborhood</i></p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Class discussion and teacher observations</li> <li>● Post-article assessment questions (prompts in teacher's edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment - "Maps" (multiple choice and short answer prompts)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Discuss familiar stories and draw a map to represent important locations.</li> <li>● Interpret and follow a map to find a hidden treasure in</li> </ul>

<p>landforms, climate and weather, resource availability).</p> <p><b>6.1.2.GeoSV.1</b> Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p><b>6.1.2.GeoSV.2</b> Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p><b>6.1.2.GeoSV.3</b> Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p><b>6.1.2.GeoSV.4</b> Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</p>	<ul style="list-style-type: none"> <li>● Use a wider map to describe the relationship between places.</li> <li>● Offer and support opinions about places on a map.</li> </ul> <p><i>Map of My Country</i></p> <ul style="list-style-type: none"> <li>● Explain the features of a map of the United States, including states.</li> <li>● Recognize that neighborhoods can also be identified on much larger maps.</li> </ul> <p><i>My World</i></p> <ul style="list-style-type: none"> <li>● Analyze a model of the Earth.</li> <li>● Make comparisons between a globe and a picture of the Earth.</li> <li>● <b>Map skills activities:</b> <ul style="list-style-type: none"> <li>-Notice how maps show the shapes of states and which states border them</li> <li>-Look at a map of the state of Ohio and identify features using the map key.</li> </ul> </li> <li>● <b>Magazine Vocabulary:</b> left, right, in front, behind, near, far, map, symbol, country, state, model, continent</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Read Alouds-</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <ul style="list-style-type: none"> <li>● While You Are Sleeping: A Lift-the-Flap Book of Time Around the World by Durga Bernhard</li> <li>● North, South, East, West by Margaret Wise Brown</li> <li>● Piggies in the Pumpkin Patch by Mary Peterson</li> <li>● Are We There Yet, Daddy? By Virginia Walters</li> <li>● Lucy in the City: A Story About Developing Spatial Thinking Skills by Julie Dillemoth;</li> </ul>	<p>the classroom or school.</p> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● "Get Set to Read" - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit (using 'smiling' for true and 'frowning' faces) as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>● "Into Social Studies, Kindergarten Benchmark" - <i>Given in September, May, and as needed.</i></li> <li>● "Into Social Studies, Kindergarten Benchmark" - <i>Given in September, May, and as needed.</i></li> <li>● <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to draw a picture of themselves being a</p>
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	Digital Resources - "Nature's Wonders" and "Around the Neighborhood" videos	<p>responsible citizen in their homes, at school, or in their wider community.</p> <p>Orally, or by writing, students will explain what they are doing in the picture and how it shows good citizenship.</p>
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Social Studies		Kindergarten
	<b>Unit 5: Neighborhoods</b>	<b>Pacing: 2 weeks</b>
<b>Essential Question</b>	<b><i>-What is our neighborhood like?</i></b>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsCM.3</b> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.CivicsPI.2</b> Investigate the importance</p>	<p><i>Our Neighborhood</i></p> <ul style="list-style-type: none"> <li>Identify things found in a city neighborhood.</li> <li>Interpret and describe things found on a map.</li> </ul> <p><i>Water and Land</i></p> <ul style="list-style-type: none"> <li>Identify symbols found on a map</li> <li>Compare and contrast a given neighborhood to their own.</li> </ul> <p><i>Getting Around</i></p> <ul style="list-style-type: none"> <li>Name several forms of transportation</li> <li>Identify important traffic signals and symbols (stop sign, walk sign, traffic lights, etc).</li> </ul> <p><i>Shopping and Eating</i></p> <ul style="list-style-type: none"> <li>Identify places in a neighborhood to buy food.</li> <li>Compare and contrast different businesses in a neighborhood.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Class discussion and teacher observations</li> <li>Post-article assessment questions (prompts in teacher's edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment - "Neighborhoods" (multiple choice and short answer prompts)</li> </ul>

<p>of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p><b>6.1.2.CivicsPI.4</b> Explain how all people, not just official leaders, play important roles in a community.</p> <p><b>6.1.2.CivicsPR.2</b> Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p><b>6.1.2.CivicsPR.4</b> Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p><b>6.1.2.EconEM.2</b> Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</p> <p><b>6.1.2.GeoGI.1</b> Explain why and how people, goods, and ideas move from place to place.</p>	<p><i>Neighbors Get Together</i></p> <ul style="list-style-type: none"> <li>Name places where neighbors get together (entertainment venues, places of worship, parks, etc)</li> <li>Name people in a neighborhood that can help people.</li> </ul> <p><i>Neighbors to the Rescue</i></p> <ul style="list-style-type: none"> <li>Describe the work that community helpers do and where they work in a neighborhood.</li> </ul> <p><i>School</i></p> <ul style="list-style-type: none"> <li>Name several jobs in a school.</li> <li>Follow a route on a school map.</li> </ul> <p><i>Neighborhoods: Now and Then</i></p> <ul style="list-style-type: none"> <li>Explain what life was like in earlier times.</li> <li>Describe ways that neighborhoods change and remain the same.</li> </ul> <ul style="list-style-type: none"> <li><b>Map and Globe Skill:</b> Use a map to follow a route through a neighborhood from a home to the library.</li> <li><b>Magazine vocabulary:</b> neighborhood, model, symbol, route, transportation, traffic sign, principal, library</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>-Digital Resource - Neighborhood Visit video</p> <p>-Read-alouds:</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <ul style="list-style-type: none"> <li>The Listening Walk by Paul Showers</li> <li>Last Stop on Market Street by Matt de la Peña</li> <li>Maybe Something Beautiful: How Art Transformed a Neighborhood by F. Isabel Campoy and Theresa Howell</li> </ul>	<p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Students create and describe a map of the neighborhood they live in.</li> <li>After taking a short walk around the school (or a virtual tour) students explain and draw safety signs they have seen in their neighborhood.</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>"Get Set to Read" - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit (using 'smiling' for true and 'frowning' faces) as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>"Into Social Studies, Kindergarten Benchmark" - <i>Given in September, May, and as needed.</i></li> <li><i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul>
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**6.1.2.GeoPP.1**

Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

**6.1.2.GeoSV.1**

Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

**6.1.2.GeoSV.2**

Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

**6.1.2.GeoSV.3**

Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

**6.1.2.GeoSV.4**

Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

- Grandpa's Corner Store by DyAnne DiSalvo-Ryan
- On Linden Square by Kate Sullivan
- Curious George's Neighborhood: A Lift-the-Flap Adventure by H.A. Rey

Students will be asked to draw a picture of themselves being a responsible citizen in their homes, at school, or in their wider community.

Orally, or by writing, students will explain what they are doing in the picture and how it shows good citizenship.

<p><b>6.1.2.HistoryCA.1</b>          Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>		
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Social Studies		Kindergarten
	Unit 6: Past and Present	Pacing: 2 Weeks
Essential Question	<i>-How do things change over time? How do they stay the same?</i>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsCM.1</b>            Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p><b>6.1.2.HistoryCA.1</b>            Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p> <p><b>6.1.2.HistoryCC.1</b></p>	<p><i>It's About Time</i></p> <ul style="list-style-type: none"> <li>● Read and use a timeline (depicting a school day).</li> <li>● Use a one-month calendar.</li> <li>● Use sequence words to tell a story about the order of events in a day.</li> </ul> <p><i>Changes Over Time</i></p> <ul style="list-style-type: none"> <li>● Recognize that changes happen over time.</li> <li>● Compare and contrast phones and cars in the past with those of today.</li> </ul> <p><i>Food and Water</i></p> <ul style="list-style-type: none"> <li>● Identify that people learn about history by studying the past.</li> <li>● Explain how people got water and food in the past.</li> </ul> <p><i>At Home</i></p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Class discussion and teacher observations</li> <li>● Post-article assessment questions (prompts in teacher's edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment - "Past and Present" (multiple choice and short answer prompts)</li> </ul>



Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

### 6.1.2.HistoryCC.2

Use a timeline of important events to make inferences about the "big picture" of history.

- Compare household activities and tasks in the past with activities and tasks today.

#### *Fun and Games*

- Identify and describe toys children played with long ago and today.

#### *Going Places*

- Describe similarities and differences between school supplies today and long ago.

#### *School*

- Compare schools today with schools in the past.

#### *In the Community*

- Explain ways people help each other in a community.

- **Chart and graph skills:** Read a one-month calendar to answer questions about days, weeks, and holidays in February

- **Magazine vocabulary:** today, present, yesterday, past, change, tomorrow, history, future

#### **Supplementary Resources and Texts**

Digital Resource - "Changes, CHanges, Everywhere" video

Read Alouds-

*Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

- Drum Dream Girl: How One Girl's Courage Changed Music by Margarita Engle
- Going to Town adapted from the Little House Books by Laura Ingalls Wilder
- Washday by Eve Bunting

#### **Alternative**

- Students imagine what it was like when a parent or grandparent was younger, then conduct an interview. Inform the class using details and artifacts to share.
- Students consider and then write and draw themselves in the future and what their lives may be like.

#### **Benchmark**

- "Get Set to Read" - *Given before and after the unit.*

Students answer a series of true/false questions about the core content in the unit (using 'smiling' for true and 'frowning' faces) as the teacher reads the prompts aloud.

The same assessment is given again at the end of the unit.

- "Into Social Studies, Kindergarten Benchmark" - *Given in September, May, and as needed.*

	<ul style="list-style-type: none"> <li>• Born and Bred in the Great Depression by Jonah Winter</li> <li>• Hap-Pea All Year by Keith Baker</li> <li>• Design Line: Planes, Trains, and Automobiles by Chris Oxlade</li> <li>• Before After by Matthias Arégui and Anne-Margot Ramstein</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to draw a picture of themselves being a responsible citizen in their homes, at school, or in their wider community.</p> <p>Orally, or by writing, students will explain what they are doing in the picture and how it shows good citizenship.</p>
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Social Studies		Kindergarten
	Unit 7: History - A Celebration	Pacing: 2 weeks
Essential Question	<i>-What important people and events do we celebrate throughout the year?</i>	
Standards	Knowledge/Skills	Evidence of Learning
<b>6.1.2.CivicsDP.2</b> Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. <b>6.1.2.CivicsDP.3</b>	<i>Remembering</i> <ul style="list-style-type: none"> <li>• Identify events honored in holidays.</li> <li>• Understand that history is related to people and events from other times.</li> </ul> <i>Celebrating Heroes</i> <ul style="list-style-type: none"> <li>• Identify people honored in holidays.</li> <li>• Understand the achievements in stories of historical people.</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>• Class discussion and teacher observations</li> <li>• Post-article assessment questions (prompts in teacher's edition)</li> </ul>

<p>Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p><b>6.1.2.CivicsCM.2</b> Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.CivicsPI.3</b> Explain how individuals work with different levels of government to make rules.</p> <p><b>6.1.2.CivicsPI.4</b> Explain how all people, not just official leaders, play important roles in a community.</p> <p><b>6.1.2.CivicsPI.5</b> Describe how communities work to accomplish common tasks, establish</p>	<p><i>I Have a Dream</i></p> <ul style="list-style-type: none"> <li>Identify the institution of slavery and describe the many negative ways it impacted enslaved people, both throughout history as well as its legacy stretching to the present day.</li> <li>Understand the achievements of Martin Luther King, Jr.</li> </ul> <p><i>Other Ways to Honor People</i></p> <ul style="list-style-type: none"> <li>Understand different ways we honor people from America's history.</li> </ul> <p><i>A Year of Holidays</i></p> <ul style="list-style-type: none"> <li>Understand and interpret a calendar.</li> <li>Identify events and people honored in holidays.</li> </ul> <p><i>Chinese New Year</i></p> <ul style="list-style-type: none"> <li>Review holidays in other Parts of the World. Read about Chinese New Year, using read alouds, activities, and coloring pages from the Wing Luke lesson collection: <a href="http://curriculum.wingluke.org/?page_id=2941">http://curriculum.wingluke.org/?page_id=2941</a></li> </ul> <p><i>Parades</i></p> <ul style="list-style-type: none"> <li>Identify special groups we celebrate with parades (veterans, workers, etc)</li> </ul> <p><i>Success</i></p> <ul style="list-style-type: none"> <li>Understand the important achievements in accounts of Benjamin Franklin and Booker T. Washington.</li> </ul> <p><i>People with Courage</i></p> <ul style="list-style-type: none"> <li>Understand the achievements of pioneers such as Daniel Boone, Lewis and Clark, and Pocahontas.</li> <li><b>Chart and Graph Skills:</b> Read a timeline activity</li> <li><b>Magazine vocabulary:</b> holiday, celebrate, history, remember, hero, president, honor, inventor, courage, legend</li> </ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment - "History - A Celebration" (multiple choice and short answer prompts)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Design a coin, stamp, or other object to honor a hero from American history.</li> <li>Draw and speak about a favorite holiday.</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>"Get Set to Read" - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit (using 'smiling' for true and 'frowning' faces) as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>"Into Social Studies, Kindergarten Benchmark" -</li> </ul>
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<p>responsibilities, and fulfill roles of authority.</p> <p><b>6.1.2.CivicsPI.6</b> Explain what government is and its function.</p> <p><b>6.1.2.CivicsPR.1</b> Determine what makes a good rule or law.</p> <p><b>6.1.2.HistoryCC.3</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p><b>6.1.2.HistorySE.1</b> Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p><b>6.3.2.CivicsPD.1</b> With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p>	<p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - "Heroes and Helpers" video</p> <p>Read Alouds -</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <ul style="list-style-type: none"> <li>• Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport</li> <li>• Fifty Cents and a Dream: Young Booker T. Washington by Jabari Asim</li> <li>• The House That George Built by Suzanne Slade</li> <li>• The Thanksgiving Door by Debby Atwell</li> <li>• We March by Shane W. Evans</li> <li>• Fourth of July Mice! by Bethany Roberts</li> </ul>	<p><i>Given in September, May, and as needed.</i></p> <ul style="list-style-type: none"> <li>• <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to draw a picture of themselves being a responsible citizen in their homes, at school, or in their wider community.</p> <p>Orally, or by writing, students will explain what they are doing in the picture and how it shows good citizenship.</p>
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**Core Instructional Materials:**

Into Social Studies, Kindergarten Curriculum, Houghton-Mifflin (Consumable magazines for each unit. Online access including additional digital features embedded within the text.)

**Supplemental Materials:**

Picture books and read-alouds (suggested titles listed in teachers edition along with each unit). Refer to individual units for supplementary texts and materials. *Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

Brainpop Junior website, offering videos, activities, quizzes, and prompts for class discussions.

Resources suggested by the New Jersey Amistad Commission for Primary Grades

(<https://www.nj.gov/education/amistad/docs/Literacy%20Components%20for%20Primary%20Grades.pdf>)

Resources suggested by the New Jersey Holocaust Commission (<https://www.nj.gov/education/holocaust/curr/materials/>)

Videos and websites linked through the Into Social Studies online platform.

**Primary Sources**

The student magazines in the Kindergarten Into Social program offer students the opportunity to see, learn from, and engage with many primary sources. These include photographs (historical and modern day), paintings, quotations from significant people in history, maps, poems, stories, and myths. In addition, the program's Primary Source Database (<https://hmfyi.com/k-2/grades/grade-k/>) catalogs numerous books, videos, and interactive materials that take students directly to the source of the content they are learning about and lets them see these ideas presented in real life.

*The Into Social Studies curriculum provides students with an online component, where they can read and listen to their texts, manipulate and click on text features in an interactive interface, and, with teacher support, take unit assessments online.*

*The importance of technology and innovation in everyday life is a recurring theme throughout the materials, and students can see how improvements to technology have enhanced its capabilities and made many tasks easier and more efficient.*

*Students also tackle problems (such as following a map or thinking of ways to improve their neighborhood) by planning multi-step solutions.*

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

8.2.2.ITH.2: Explain the purpose of a product and its value.

*8.2.2.ITH.3: Identify how technology impacts or improves life*

*8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.*

*8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.*

*8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.*

**Activities:**

- Students will become familiar with the chromebooks and ipads in the classroom. Class will create a chart for choices students have with each device and rules for how to use both devices safely.
- Students will name how technology tools help community helpers do their jobs more efficiently.
- Discuss the different technologies that help community workers do their jobs.
- Students will articulate which natural resources were used to make various products.
- : Students will take virtual “field trips” to various monuments or to see symbols they are learning about. Discuss how this is possible due to the internet.

**Appendix C**

**Interdisciplinary Connections**

**Kindergarten**

**English Language Arts**

*The Into Social Studies materials are infused with explicit, meaningful opportunities for reading and language instruction. Students are regularly asked to describe what they see in illustrations and photographs and to provide details that support the main idea of each short magazine article. In each unit, each child receives a booklet/magazine replete with text features such as headings, charts, and graphs. The articles in each unit expose students to informational text organized in a variety of ways: problem/solution, compare/contrast, descriptive, and chronological writing. Teacher selected supplemental texts offer students exposure to social studies concepts in the form of informational texts and fictional stories.*

*Lessons give students the opportunity to express themselves and share what they have learned through writing and orally as a part of class discussions. Drawing on information from the text, along with personal experiences, is a skill woven throughout all of the Kindergarten units, including reading skills activities and lessons at the end of most units.*

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.10. Actively engage in group reading activities with purpose and understanding.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under



discussion).

- B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### *Examples of Supporting Activities*

#### **Unit 1**

Use the popular children's song *Mary Had a Little Lamb* to teach main idea and details. Students point out details about the main idea: Mary and her pet lamb. Use the song to point out places in the community, such as a school.

#### **Unit 2**

Sing the patriotic song *Yankee Doodle* several times. Students recall things that happened in the story, and work together to retell what happens in the song.

#### **Unit 3**

Categorize and classify items that you can buy in a grocery store into different food groups.

#### **Unit 4**

Summarize a story (Little Red Riding Hood) using a map to help explain key events.

#### **Unit 5**

Students compare and contrast neighborhoods, based on pictures and descriptions, in different areas (urban, suburban, rural, as well as in different parts of the world).

#### **Unit 6**

Use a timeline of a young girl's day at school (pages 2 and 3) to sequence events, using key words like *then*, *after that*, *next*, and *before*.

#### **Unit 7**

Students name the effects of events like the signing of the Declaration of Independence and the help the Pilgrims received from the Native Americans.

## Mathematics

*The Into Social Studies reinforces several key math concepts for Kindergarten students. Illustrations, including simple graphs, frequently give students the opportunity to count and compare assorted items. Spatial skills are emphasized, particularly in the units on maps and neighborhoods, as students determine where objects and locations stand in relation to one another. The program encourages multi-step planning and reasoning as students apply what they have learned to solve real world problems.*

K.CC.A. Know number names and the count sequence.

K.CC.B. Count to tell the number of objects.

K.CC.C. Compare numbers.

K.MDB. Classify objects and count the number of objects in each category.

- 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Appendix D	Career Education Integration	Kindergarten
Standards		
<b>9.1.2.CR.1</b> Recognize ways to volunteer in the classroom, school and community.	<b>Unit 1, “Problems”:</b> Students consider real-life problems and consider ways to avoid conflict, such as sharing, taking turns, and creative solutions.	
<b>9.1.2.CR.2</b> List ways to give back, including making donations, volunteering, and starting a business.	<b>Unit 1, “Malala Yousafzai”:</b> Students learn how Malala saw a problem in her country, gathered relevant information, and took courageous actions to secure education for all. <b>Unit 1, “Be a Good Citizen in Your Neighborhood”:</b> Students learn how recycling can help keep neighborhoods clean and positively impact the planet.	
<b>9.1.2.FP.2</b> Differentiate between financial wants and needs.	<b>Unit 3, <i>Jobs</i>:</b> Students learn about the jobs people can do, and the important roles they play in our communities by solving problems while earning a livelihood for themselves. <i>See Unit 3.</i> <b>Unit 3, Citizenship Feature:</b> Students learn that volunteers give their time and resources for the benefit of	

**9.1.2.CAP.1**

Make a list of different types of jobs and describe the skills associated with each job.

**9.1.2.CAP.2**

Explain why employers are willing to pay individuals to work

**9.4.2.CI.1**

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

**9.4.2.CI.2**

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

**9.4.2.CT.1**

Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

**9.4.2.CT.2**

Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

**9.4.2.CT.3**

Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

others, even though they are not compensated. This experience is rewarding for the volunteer and helpful to other people.

**Unit 4, *Maps*:** Throughout this unit, students use maps to develop multi-step plans of action to locate hidden objects and to successfully navigate real and imagined locations. *See Unit 4*

**Unit 5, “Shopping and Eating”:** Students learn about different businesses in a neighborhood that provide essential needs (food and clothing) and wants (toys and flowers).

**Unit 5, “Neighbors Get Together”:** Students learn that people of all cultures come together with their neighbors for cultural, religious, and recreational activities.

**Unit 6, *Past and Present (along with lessons and supplements interspersed across the curriculum)*:** Students see how inventions and ways of doing things have changed and improved throughout recent history and consider the effects innovation and progress can have on the future. *See Unit 6*

**Unit 7, *History: A Celebration*:** Students see how American holidays and celebrations represent and contribute to the many cultures of the people of the United States. They learn about the important contributions of people of different backgrounds to us all.

**Unit 7, *Honor a Hero Activity*:** In creating a coin or stamp to honor an individual, students gather information and take concrete steps to educate others about an important hero, while learning the skills required to advocate for an issue that they care about.

**Throughout the Curriculum:** Students are regularly asked to find creative outlets to demonstrate their understanding. Whether creating and performing skits, making illustrations, creating timelines and storyboards, utilizing a visual medium to deepen learning is integrated into nearly every lesson.

Further, conducting and incorporating additional research is a point of emphasis. With help, students can search print and digital resources to find facts, information, and examples that they can incorporate into projects and use to help teach others.

**9.4.2.DC.7**

Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

**9.4.2.GCA:1**

Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Appendix E****Additional Instructional Requirements****Kindergarten****Amistad**

The Into Social Studies Kindergarten program introduces students to African Americans who fought for equal rights in the face of discrimination. Students learn about the life and work of Martin Luther King, Jr., Booker T. Washington,,and Ruby Bridges. They are also taught about, in an age-appropriate way, about the reality of the slave trade and the ways that enslaved people were treated cruelly and unfairly and that the legacy that this leaves continues on for many in our country. Teachers can access free, age-appropriate resources offered by the New Jersey Amistad Commission through their website, at <http://www.njamistadcurriculum.net/>.

**Holocaust**

The Into Social Studies Kindergarten curriculum emphasizes the importance of communities coming together and highlights the ways that all people are unique. Students learn about individuals from history who have stood up on behalf of themselves who were being treated unfairly. Teachers should review the resources provided by the New Jersey Holocaust Commission to find resources that emphasize standing up against intolerance and hatred and utilize them in teachable moments throughout social studies instruction:

<https://www.nj.gov/education/holocaust/curr/materials/>.

One such resource is the story “Acceptance is My Superpower” by Alicia Ortego, where a child with glasses and uniquely colored hair learns that these differences make her, and everyone, special and stronger.

**Diversity, Inclusion, and Disabilities**

Teachers can find lessons and instructional materials that focus on diversity and inclusion through the New Jersey Department of Education’s website at <https://www.nj.gov/education/standards/dei/samples/index.shtml>. In particular, two units found here have been crafted particularly for Kindergarten learners and are rich in activities and resources to support this instruction. They are units on Holidays and Identity. Teachers are encouraged to review and utilize these resources on their own as well as incorporate them with relevant Into Social Studies units above.

**Asian American and Pacific Islander Heritage (AAPI)**

Instruction about the heritage and history of Asian Americans and Pacific Islanders is, along with other cultures, interwoven throughout the Into History materials. In addition, the Diversity, Inclusion, and Disabilities materials compiled by the New Jersey Department of Education are infused with materials relating to this important topic.

In particular, the Wing Luke Museum’s website ([http://curriculum.wingluke.org/?page\\_id=2765](http://curriculum.wingluke.org/?page_id=2765)) offers online books, resources, and interactive exhibits appropriate for all grade levels. Teachers are encouraged to make use of these resources in planning and delivering classroom instruction in delivering AAPI-inclusive instruction.

Read alouds on this topic that are excellent for Kindergarten include: Aruna’s Journeys Paperback – January 1, 1997 by Jyotsna Sreenivasan The Name Jar by, Yongsook Choi, New Clothes for New Year’s Day by Hyun-Joo Bae, and Who Will You Be, Sara Mee?

Appendix F		21st Century Skills	Kindergarten
Standards	Activities		
9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community.	<ul style="list-style-type: none"> <li>• Create a list of classroom jobs, ways to be a helper in the community.</li> <li>• Students will describe and act out the skills associated with jobs.</li> </ul>		

**9.1.2.CAP.1** Make a list of different types of jobs and describe the skills associated with each job.

**9.4.2.DC.7:** Describe actions peers can take to positively impact climate change.

**9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.

**9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.

**9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.

**9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

**9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.

**9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.

- Make a list of ways that everyone can save energy, help the environment, and reduce the effects of climate change.
- Discuss the different technologies that help community workers do their jobs.
- Navigate a virtual space to build context and describe the visual content.
- Read Alouds and discussions about different families and cultures will give students opportunities to learn about openness to new ideas and perspectives.
- Students will discuss and share about cultural experiences in their everyday lives. Students will discuss how their cultural experiences are the same or different from their classmates.
- Students do simple online research on an American symbol of their choice.
- Take virtual field trips to see some American monuments and symbols.

**Grade 1 - Social Studies  
Pacing Guide**

<b>Trimester 1 (September - December)</b>	<b>Trimester 2 (December - March)</b>	<b>Trimester 3 (March - June)</b>
Unit 1: Rules and Laws Unit 2: Neighborhood Helpers Unit 3: Maps and Globes	Unit 4: Where We Live Unit 5: Weather Unit 6: U.S. Symbols Unit 7: Holidays	Unit 8: Yesterday and Today Unit 9: The American People Unit 10: Goods and Services

**Social Studies**

Grade 1

	<b>Unit 1: Rules and Laws</b>	<b>Pacing: 2-3 weeks</b>
<b>Essential Question</b>	<i>-Who makes rules and laws?</i> <i>-Why should we follow rules and laws?</i>	
<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Evidence of Learning</b>

<p><b>6.1.2.CivicsPR.1</b> Determine what makes a good rule or law.</p> <p><b>6.1.2.CivicsPR.2</b> Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p><b>6.1.2.CivicsPR.3</b> Analyze classroom rules and routines and describe how they are designed to benefit the common good</p> <p><b>6.1.2.CivicsPR.4</b> Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p><b>6.1.2.CivicsPD.2</b> Establish a process for how individuals can effectively work together to make decisions.</p> <p><b>6.1.2.CivicsPI.1</b> Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p><b>6.1.2.CivicsPI.2</b> Investigate the importance of services provided by the local government to meet the needs and ensure the</p>	<p><i>School Rules</i></p> <ul style="list-style-type: none"> <li>● Define ‘rules’ and ‘responsibility’.</li> <li>● Explain why rules are needed at school.</li> </ul> <p><i>Solving Problems</i></p> <ul style="list-style-type: none"> <li>● State the relationship between problems and solutions.</li> <li>● Describe how to solve a problem.</li> <li>● Ask and answer questions to find solutions to problems.</li> </ul> <p><i>Rules and Laws in a Community</i></p> <ul style="list-style-type: none"> <li>● Give examples of laws in a community.</li> <li>● Explain the responsibilities of citizens in their communities.</li> </ul> <p><i>Leaders Leading</i></p> <ul style="list-style-type: none"> <li>● Understand what leaders do.</li> <li>● Name the main leaders in city and state governments.</li> <li>● Take notes on leadership qualities reading closely about leaders.</li> </ul> <p><i>The Golden Rule</i></p> <ul style="list-style-type: none"> <li>● Define the Golden Rule.</li> <li>● Apply the Golden Rule to students' own life.</li> </ul> <p><i>Vote!</i></p> <ul style="list-style-type: none"> <li>● Explain how voting helps us decide things.</li> <li>● Understand the difference between direct and representative democracy.</li> <li>● Use sequence words to discuss the steps in the voting process.</li> </ul> <p><i>Respect and Rights</i></p> <ul style="list-style-type: none"> <li>● Understand the importance of treating others with respect.</li> <li>● Give examples of the rights we enjoy as Americans.</li> </ul> <p><i>Work and Play Together</i></p> <ul style="list-style-type: none"> <li>● Define <i>sportsmanship</i></li> <li>● Identify rules that help people work and play together.</li> </ul> <p><i>Activities and Warp-up</i></p> <ul style="list-style-type: none"> <li>● Provide an example of a community law.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Class discussion and teacher observations</li> <li>● Post-article assessment questions (prompts in teacher’s edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment - “Rules and Laws” (multiple choice questions and short answer prompts)</li> <li>● Vocabulary matching activity</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Students think of a law they follow in their school or community, draw a picture that shows how to follow that law.</li> <li>● With a partner, act out a scenario where people apply the the Golden Rule</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to create a poster, using illustrations and/or writing,</p>
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<p>safety of community members.</p> <p><b>6.1.2.CivicsPI.3</b> Explain how individuals work with different levels of government to make rules.</p> <p><b>6.1.2.CivicsPI.4</b> Explain how all people, not just official leaders, play important roles in a community.</p> <p><b>6.1.2.CivicsPI.5</b> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p><b>6.1.2.CivicsDP.2</b> Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p><b>6.1.2.CivicsCM.1</b> Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p><b>6.1.2.CivicsCM.2</b> Use examples from a variety of sources to describe how certain</p>	<ul style="list-style-type: none"> <li>• Apply the Golden Rule to your own life.</li> <li>• <b>Magazine vocabulary:</b> responsibility, fair, problem, solution, community, citizen, law, leader, government, vote, respect, right</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - I'm Curious: Sports video</p> <p><i>Read Alouds and Independent Reading</i></p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>• Thomas the Toadilly Terrible Bully by Janice Levy</li> <li>• Rude Cakes by Rowboat Watkins</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>• Thomas the Toadilly Terrible Bully by Janice Levy</li> <li>• Sorry, I Forgot to Ask!: My Story About Asking Permission and Making an Apology by Julia Cook</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• What Do You Do With a Problem? by Kobi Yamada</li> <li>• Library Lion by Michelle Knudsen</li> </ul>	<p>that shows two things:</p> <p>One or more ways that they themselves can help others in their neighborhood.</p> <p>And one or more examples of neighborhood helpers and the ways they make a community better for everyone.</p>
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<p>characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p><b>6.1.2.CivicsCM.3</b> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p><b>6.1.2.HistoryCC.3</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p>		
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Social Studies		Grade 1
	Unit 2: Neighborhood Helpers	Pacing: 2-3 weeks
Essential Question	<i>-How do people in neighborhoods help each other?</i>	
Standards	Knowledge/Skills	Evidence of Learning

<p><b>6.1.2.CivicsCM.1</b> Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p><b>6.1.2.CivicsCM.2</b> Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p><b>6.1.2.CivicsCM.3</b> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p><b>6.1.2.CivicsDP.2</b> Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering</p>	<p><i>Living in a Community</i></p> <ul style="list-style-type: none"> <li>● Identify the titles of community leaders.</li> <li>● Recall jobs the government is responsible for.</li> <li>● Describe the meaning of signs found in a community.</li> </ul> <p><i>Votes and Taxes</i></p> <ul style="list-style-type: none"> <li>● Describe taxes and understand their purpose.</li> <li>● Explain how people get chosen to be community leaders.</li> </ul> <p><i>Government Services</i></p> <ul style="list-style-type: none"> <li>● Name examples of government services.</li> <li>● Analyze photos of government workers and the jobs being done.</li> </ul> <p><i>A Nice Play to Live</i></p> <ul style="list-style-type: none"> <li>● Ask and answer questions about community businesses.</li> <li>● Describe ways that communities come together.</li> </ul> <p><i>Helping Hands</i></p> <ul style="list-style-type: none"> <li>● Explain why citizens come together to help one another during a community crisis.</li> <li>● Discuss times when students have given or received help from others.</li> </ul> <p><i>Communities Solve Problems</i></p> <ul style="list-style-type: none"> <li>● State the connections between problems and solutions.</li> <li>● Give examples of solutions to specific problems communities sometimes face.</li> </ul> <p><i>Rights and Responsibilities</i></p> <ul style="list-style-type: none"> <li>● See the importance of rights and responsibilities.</li> <li>● Explain ways that you can show respect.</li> </ul> <p><i>People Helping People</i></p> <ul style="list-style-type: none"> <li>● Explain what volunteers do.</li> <li>● Give examples of ways that people volunteer.</li> </ul> <p><i>Activities and round-up</i></p> <ul style="list-style-type: none"> <li>● Use text and images to represent the idea of <i>helping</i>.</li> <li>● <i>Role play making decisions and solving problems.</i></li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Class discussion and teacher observations</li> <li>● Post-article assessment questions (prompts in teacher’s edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment - “Neighborhood Helpers” (multiple choice questions and short answer prompts)</li> <li>● Vocabulary matching activity</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Create and perform a brief skit set in a town meeting that shows town leaders, helpers, and citizens planning how they will work together to solve a problem.</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● “Get Set to Read” - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit (using ‘smiling’ for</p>
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<p>facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.3.2.CivicsPD.1</b> With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p> <p><b>6.1.2.CivicsPI.1</b> Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p><b>6.1.2.CivicsPI.2</b> Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p><b>6.1.2.CivicsPI.3</b> Explain how individuals work with different levels of government to make rules.</p> <p><b>6.1.2.CivicsPI.4</b> Explain how all people, not just official leaders, play important roles in a community.</p> <p><b>6.1.2.CivicsPI.5</b> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p><b>6.1.2.CivicsPI.6</b></p>	<ul style="list-style-type: none"> <li>● <i>Plan and deliver a short presentation.</i></li> <li>● <b>Magazine vocabulary:</b> community, citizens, mayor, government, vote, elect, taxes, problem, solution, responsibility, respect, volunteer</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital resource - Let's Go to Work GarbageMan video</p> <p>Read Alouds/Independent Books:</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p><i>Basic</i></p> <ul style="list-style-type: none"> <li>● Let's Meet a Police Officer by Gina Bellisario</li> <li>● Let's Vote on It! by Janice Behrens</li> <li>● Taking You Places by Ann Owen;</li> <li>● Franklin's Neighborhood by Paulette</li> </ul> <p><i>On-Level</i></p> <p>On the Town: A Community Adventure by Judith Caseley</p> <ul style="list-style-type: none"> <li>● The Berenstain Bears and Mama for Mayor! by Jan and Mike Berenstain;</li> <li>● Delivering Your Mail by Ann Owen;</li> <li>● Let's Meet a Construction Worker by Bridget Heos</li> </ul> <p><i>Advanced</i></p> <ul style="list-style-type: none"> <li>● Lyle, Lyle, Crocodile by Bernard Waber</li> <li>● Helpers in My Community by Bobbie Kalman</li> </ul>	<p>true and 'frowning' faces) as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>● <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to create a poster, using illustrations and/or writing, that shows two things:</p> <p>One or more ways that they themselves can help others in their neighborhood.</p> <p>And one or more examples of neighborhood helpers and the ways they make a community better for everyone.</p>
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Explain what government is and its function.

**6.1.2.CivicsPR.1**

Determine what makes a good rule or law.

**6.1.2.CivicsPR.2**

Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

**6.1.2.CivicsPR.4**

Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

**6.1.2.EconEM.2**

Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

**6.1.2.EconET.5**

Describe how local and state governments make decisions that affect individuals and the community.

**6.1.2.EconNE.2**

Describe examples of

- A Day in the Life of a Veterinarian by Heather Adamson
- Look Where We Live! A First Book of Community Building by Scot Ritchie

goods and services that governments provide.		
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Social Studies		Grade 1
	<b>Unit 3: Maps and Globes</b>	<b>Pacing: 2 weeks</b>
<b>Essential Question</b>	Essential Question(s) Here - expand as needed	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.CivicsPR.1</b> Determine what makes a good rule or law.</p> <p><b>6.1.2.EconGE.1</b> Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p> <p><b>6.1.2.EconGE.2</b> Explain why people in one</p>	<p><i>My House, My Neighborhood</i></p> <ul style="list-style-type: none"> <li>Identify the parts of an address.</li> <li>Locate an address on a map.</li> </ul> <p><i>My Neighborhood</i></p> <ul style="list-style-type: none"> <li>Compare and contrast a model with a map.</li> <li>Identify places on a map, using directions and addresses.</li> <li>Employ absolute and relative location to describe where things are located.</li> </ul> <p><i>Where Things Are</i></p> <ul style="list-style-type: none"> <li>Locate your state and the United States on a map.</li> <li>Locate the Pacific Ocean and Atlantic Ocean on a map.</li> </ul> <p><i>Keys to the Map</i></p> <ul style="list-style-type: none"> <li>Describe absolute and relative location</li> <li>Create and use a map legend.</li> <li>Follow a story to find a character's location on a map.</li> </ul> <p><i>Land and Water</i></p> <ul style="list-style-type: none"> <li>Identify landforms and bodies of water on a map.</li> <li>Compare and contrast landforms and bodies of water on a map.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Class discussion and teacher observations</li> <li>Post-article assessment questions (prompts in teacher's edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment - "Maps and Globes" (multiple choice questions and short answer prompts)</li> <li>Vocabulary matching activity</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Color a map of the world's land and water and add</li> </ul>

<p>country trade goods and services with people in other countries.</p> <p><b>6.1.2.GeoPP.1</b> Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p><b>6.1.2.GeoSV.1</b> Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p><b>6.1.2.GeoSV.2</b> Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p><b>6.1.2.GeoSV.3</b> Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p>	<p><i>North, South, East, West</i></p> <ul style="list-style-type: none"> <li>● Use cardinal directions to find locations on a map.</li> <li>● Construct a simple map with cardinal directions and map symbols.</li> <li>● Use direction words when describing location and movement.</li> </ul> <p><i>World Map</i></p> <ul style="list-style-type: none"> <li>● Locate continents on a world map.</li> <li>● Discuss the relative location of continents.</li> </ul> <p><i>A Model of Earth</i></p> <ul style="list-style-type: none"> <li>● Locate the continents and oceans on a globe.</li> <li>● Compare and contrast a picture of a globe with an actual globe.</li> </ul> <p><i>Activities and wrap-up</i></p> <ul style="list-style-type: none"> <li>● Construct a model of part of a neighborhood.</li> <li>● Locate and label your state, the United States, continents, and oceans on a map.</li> <li>● Apply academic vocabulary to discussions of maps and models.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Magazine vocabulary:</b> address, map, location, country, border, map legend, symbol, directions, cardinal directions (north, south, east, west), Earth, continent, globe</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - Paper Bag City, Get Crafty! video</p> <p>Read Alouds/Independent Reading</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic</p>	<p>appropriate labels. Use the map to teach others about where your community is on Earth.</p> <ul style="list-style-type: none"> <li>● Working in a group, make a large model of your neighborhood, including streets, important locations, and significant landforms.</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● “Get Set to Read” - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit (using ‘smiling’ for true and ‘frowning’ faces) as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>● <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to create a poster, using illustrations and/or writing, that shows two things:</p>
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	<ul style="list-style-type: none"> <li>• My Map Book by Sarah Fanelli</li> <li>• North, South, East, and West by Meg Greve;</li> <li>• Looking at Maps and Globes by Rebecca Olien</li> </ul> <p>On-Level</p> <ul style="list-style-type: none"> <li>• Me on the Map by Joan Sweeney;</li> <li>• Henry's Map by David Elliot;</li> <li>• Map Scales by Mary Dodson Wade;</li> </ul> <p>Advanced</p> <ul style="list-style-type: none"> <li>• Maps and Globes by Jack Knowlton;</li> <li>• Keys and Symbols on Maps by Meg Greve;</li> <li>• Up North and Down South: Using Map Directions by Doreen Gonzales;</li> </ul>	<p>One or more ways that they themselves can help others in their neighborhood.</p> <p>And one or more examples of neighborhood helpers and the ways they make a community better for everyone.</p>
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Social Studies		Grade 1
	Unit 4: Where We Live	Pacing: 2 weeks
Essential Question	<i>-How does our location affect the way we live?</i>	
Standards	Knowledge/Skills	Evidence of Learning
6.1.2.CivicsPD.1	<i>Near Me</i> <ul style="list-style-type: none"> <li>• Describe different kinds of neighborhoods.</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>• Class discussion and</li> </ul>



Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

**6.1.2.GeoGI.1**

Explain why and how people, goods, and ideas move from place to place.

**6.1.2.GeoHE.1**

Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

**6.1.2.GeoHE.2**

Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

**6.1.2.GeoHE.3**

Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

**6.1.2.GeoHE.4**

Investigate the relationship between the physical environment of a place and the economic activities

- Interpret information on a map.

*The Shapes of Land*

- Identify different landforms located where people live.

*Living Near Water*

- Identify and describe different bodies of water that people live near.
- Describe how people use bodies of water in different ways.

*Resources*

- Identify examples of resources.
- Explain how people use resources.

*Air*

- Explain how wind turbines help us use air as a resource.
- Discuss how wind turbines use air to create electricity.
- Learn about the negative impacts that can stem from using nonrenewable resources, including their contributions to pollution and climate change. Understand how renewable resources can have and has had a positive impact on the environment and people. (For additional resources, see <https://climatekids.nasa.gov/menu/make/> and <https://www.climate.gov/teaching/learning-activities>.)

*Reduce, Reuse, Recycle*

- Explain why conservation is important.
- Describe ways to reduce, reuse, and recycle.

*Our Big Country*

- Identify what all people need in order to live.
- Explain how the places people live affect their clothing, shelter, and transportation.

*Our Big World*

- teacher observations
- Post-article assessment questions (prompts in teacher's edition)

**Summative**

- Magazine assessment - "Where We Live" (multiple choice questions and short answer prompts)
- Vocabulary matching activity

**Alternative**

- Draw a picture of yourself using a resource and another demonstrating ways to use less of the same resource.
- Make a booklet with pictures and words that shows the way people live in different communities throughout the world.

**Benchmark**

- "Get Set to Read" - *Given before and after the unit.*

Students answer a series of true/false questions

found there.

6.1.2.GeoPP.1

Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

6.3.2.GeoGI.1.

Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

6.3.2.GeoGI.2.

Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

6.1.2.GeoSV.1

Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.GeoSV.2

Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from

- Locate places on a globe.
- Explain how people live in different kinds of places around the world.
- Read the story “A Concert in the Sand” by Rachella Sandback, detailing the formation of Israel Philharmonic and its meaning to a young child and his grandmother as the State of Israel was in its infancy. (See *Holocaust Education, Appendix E, for more information and resources*).

Activities and wrap-up

- Identify resources and describe ways to conserve them by drawing pictures.
- Explain how geography and climate affect the way we love by making a book
- **Magazine vocabulary:** neighborhood, mountain, valley, plain, lake, river, ocean, resource, conservation, recycle, shelter, transportation

Supplementary Resources and Texts

Digital Resources - I'm Curious videos - 'Tree' and 'Neighborhood'

Read Alouds/Independent Reading

Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.

Basic:

- Houses and Homes by Ann Morris
- Mirror by Jeannie Baker
- So Many Houses by Hester Thompson Bass

about the core content in the unit (using 'smiling' for true and 'frowning' faces) as the teacher reads the prompts aloud.

The same assessment is given again at the end of the unit.

- Given 2-3 times per year: (September, May, and as needed)

Students will be asked to create a poster, using illustrations and/or writing, that shows two things:

One or more ways that they themselves can help others in their neighborhood.

And one of more examples of neighborhood helpers and the ways they make a community better for everyone.

<b>Social Studies</b>	<b>Grade 1</b>
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<p>home to school, learning centers in a classroom).</p> <p><b>6.1.2.GeoSV.3</b> Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p><b>6.1.2.GeoSV.4</b> Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</p>	<p>On-Level:</p> <ul style="list-style-type: none"> <li>• The Paperboy by Dav Pilkey</li> <li>• The Country Mouse and the City Mouse: A Retelling of Aesop's Fable by Eric Blair;</li> <li>• The Earth and I Are Friends by Frank Asch</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• One World, One Day by Barbara Kerley</li> <li>• Children Just Like Me: A New Celebration of Children Around the World by Anabel Kindersley and Barnabas Kindersley</li> <li>• At the Same Moment, Around the World by Clotilde Perrin</li> </ul>	
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	<b>Unit 5: Weather</b>	<b>Pacing: 2 weeks</b>
<b>Essential Question</b>	<i>-How does weather affect our daily activities?</i>	
<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Evidence of Learning</b>

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### 6.1.2.CivicsPD.1

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

### 6.1.2.GeoHE.1

Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

### 6.1.2.GeoHE.2

Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

### 6.1.2.GeoHE.3

Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

### 6.1.2.GeoPP.1

Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and

#### *Lots of Weather*

- Use categories to classify kinds of weather into groups.
- Discuss and classify kinds of clothing.

#### *The Why of Weather*

- Use a diagram to explain the water cycle.

#### *Seasons*

- Analyze photos to gather information about the four seasons.

#### *Cold Places*

- Use visuals to study the lifestyles of people who live in Alaska.
- Describe images of weather related activities

#### *Hot Places*

- Identify features of locations where there is very warm weather.

#### *Dry Places*

- Use visuals to gather information about people who live in the desert.
- Describe shelters found in the desert.

#### *Wet Places*

- Describe how the weather in a rainforest affects what people eat, where they live, and what they do.

#### *The Greatest Storms on Earth*

- Identify three types of extreme storms: hurricanes, tornadoes, and thunderstorms.
- Compare and contrast different kinds of storms

#### *Activities and wrap-up*

- Use a chart to track and compare weather in two communities.
- Collaborate with a group to create season posters.
- Compare and contrast different kinds of weather.
- **Magazine vocabulary:** weather, recreation, evaporate, season,

#### **Formative**

- Class discussion and teacher observations
- Post-article assessment questions (prompts in teacher's edition)

#### **Summative**

- Magazine assessment - "Weather" (multiple choice questions and short answer prompts)
- Vocabulary matching activity

#### **Alternative**

- Choose another community where the weather is different from your own, and track it over time. Compare and contrast and consider how living there might be different.
- Make a poster to show what the weather is like during a particular season, and how it affects people and communities.

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weather, resource availability).

transportation, shelter, igloo, desert, tornado, hurricane, thunderstorm

### Benchmark

- “Get Set to Read” - *Given before and after the unit.*

Students answer a series of true/false questions about the core content in the unit (using ‘smiling’ for true and ‘frowning’ faces) as the teacher reads the prompts aloud.

The same assessment is given again at the end of the unit.

- “Into Social Studies, Grade One Benchmark” assessment - *Given in September, May, and as needed.*
- *Given 2-3 times per year: (September, May, and as needed)*

Students will be asked to create a poster, using illustrations and/or writing, that shows two things:

One or more ways that they themselves can help others in their neighborhood.

### Supplementary Resources and Texts

Digital Resource: ‘I’m Curious, Weather’ and ‘A Snowy Morning, Through the Woods’ videos

Read Alouds/Independent Reading

*Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit’s teacher guide page on the Into Social Studies website.*

Basic:

- Flood by Alvaro F. Villa
- First Snow by Bomi Park
- Thunderstorm by Arthur Geisert

On-Level:

- Blizzard by John Rocco
- The Branch by Mireille Messier
- Thunder-Boomer! by Shutta Crum

Advanced:

- Sleep Tight Farm: A Farm Prepares for Winter by Eugenie Doyle
- You Wouldn’t Want to Live Without Extreme Weather! by Roger Canavan

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		<p>And one or more examples of neighborhood helpers and the ways they make a community better for everyone.</p>

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	<b>Unit 6: U.S. Symbols</b>	<b>Pacing: 2 weeks</b>
<b>Essential Question</b>	<b>-What are some important symbols of the United States and why are they important?</b>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsDP.1</b> Explain how national symbols reflect on American values and principles.</p> <p><b>6.1.2.CivicsDP.3</b> Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing</p>	<p><i>I Pledge Allegiance</i></p> <ul style="list-style-type: none"> <li>● Explain why people say the Pledge of Allegiance</li> <li>● Gain information about the U.S. Flag.</li> </ul> <p><i>American Symbols</i></p> <ul style="list-style-type: none"> <li>● Identify various American symbols.</li> </ul> <p><i>American Songs</i></p> <ul style="list-style-type: none"> <li>● Sing patriotic songs.</li> <li>● Identify the National Anthem as a symbol of our country.</li> </ul> <p><i>Landmarks and Monuments</i></p> <ul style="list-style-type: none"> <li>● Read a diagram about American landmarks.</li> <li>● Identify landmarks from across the United States.</li> </ul> <p><i>The Statue of Liberty</i></p> <ul style="list-style-type: none"> <li>● Learn about the meaning and importance of the Statue of Liberty.</li> </ul> <p><i>Our Country Begins</i></p> <ul style="list-style-type: none"> <li>● Describe how settlers first came to the colonies</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Class discussion and teacher observations</li> <li>● Post-article assessment questions (prompts in teacher’s edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment - “U.S. Symbols” (multiple choice questions and short answer prompts)</li> <li>● Vocabulary matching activity</li> </ul> <p><b>Alternative</b></p>

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<p>opinions.</p> <p><b>6.1.2.CivicsPI.6</b> Explain what government is and its function.</p> <p><b>6.1.2.GeoSV.1</b> Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p><b>6.1.2.HistoryCC.3</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p><b>6.1.2.HistorySE.3</b> Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p>	<ul style="list-style-type: none"> <li>● Describe the lives of early settlers using illustrations.</li> </ul> <p><i>Freedom and Liberty</i></p> <ul style="list-style-type: none"> <li>● Analyze primary sources from the founding of the United States.</li> <li>● Summarize key moments in our country’s beginnings.</li> </ul> <p><i>Patriots</i></p> <ul style="list-style-type: none"> <li>● Identify patriots from America’s independence and how they helped the cause of independence.</li> </ul> <p><i>Activities and wrap-up</i></p> <ul style="list-style-type: none"> <li>● Demonstrate understanding of U.S. symbols and what they represent.</li> <li>● Share information about a U.S. symbol.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Magazine vocabulary:</b> flag, pledge, symbol, liberty, anthem, landmark, monument, settler, colony, patriot</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resources - “Revolution” video</p> <p>Read Alouds/Independent Reading</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit’s teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>● America Is . . . by Louise Borden</li> <li>● The Star-Spangled Banner by Peter Spier;</li> <li>● Mount Rushmore by Marion Dane Bauer</li> </ul>	<ul style="list-style-type: none"> <li>● With a partner, create a book of U.S. symbols, including drawings, information, and opinions.</li> <li>● Learn a patriotic song and perform it for the class, and tell about its importance and meaning to you.</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● “Get Set to Read” - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit (using ‘smiling’ for true and ‘frowning’ faces) as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>● “Into Social Studies, Grade One Benchmark” assessment - <i>Given in September, May, and as needed.</i></li> </ul>
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	<p>On-Level:</p> <ul style="list-style-type: none"> <li>• The Pledge of Allegiance by Tyler Monroe</li> <li>• The Statue of Liberty by Lucille Recht Penne</li> <li>• The White House by Jill Braithwaite</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• We the Kids: The Preamble to the Constitution of the United States by David Catrow</li> <li>• The Liberty Bell by Mary Firestone</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to create a poster, using illustrations and/or writing, that shows two things:</p> <p>One or more ways that they themselves can help others in their neighborhood.</p> <p>And one or more examples of neighborhood helpers and the ways they make a community better for everyone.</p>

Social Studies		Grade 1
	<b>Unit 7: Holidays</b>	<b>Pacing: 2 weeks</b>
<b>Essential Question</b>	<b><i>-Why do people celebrate national holidays?</i></b>	
<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Evidence of Learning</b>
<b>6.1.2.CivicsDP.1</b> Explain how national symbols reflect on American values and principles.	<p><i>National Holidays</i></p> <ul style="list-style-type: none"> <li>• Define a national holiday.</li> <li>• Describe the reasons for having national holidays.</li> </ul> <p><i>President's Day</i></p> <ul style="list-style-type: none"> <li>• Explain the purpose of President's Day.</li> <li>• Identify prominent U.S. presidents from the past.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Class discussion and teacher observations</li> <li>• Post-article assessment questions (prompts in teacher's edition)</li> </ul>



**6.1.2.CivicsDP.3**

Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

**6.1.2.CivicsPD.1**

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

**6.1.2.HistoryCC.1**

Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

**6.1.2.HistoryCC.3**

Make inferences about how past events, individuals, and innovations affect our current lives.

*Martin Luther King and Cesar Chavez Day*

- Identify the institution of slavery and describe the many negative ways it impacted enslaved people, both throughout history as well as its legacy stretching to the present day.
- Describe the heroism and achievements of two Americans, Martin Luther King and Cesar Chavez.
- Describe the qualities of a leader.

*Memorial Day and Veterans Day*

- Identify the purpose of Memorial Day and Veterans Day.
- Explain why we honor people of the armed forces.
- Name ways we can honor and support people in the military.

*A Year of Days*

- Understand the features and uses of a calendar.
- Use a calendar to record important dates.

*Vietnamese New Years*

- Review holidays that originated in other Parts of the World. Read about Vietnamese New Year, using read alouds, activities, and coloring pages from the Wing Luke lesson collection: [http://curriculum.wingluke.org/?page\\_id=2941](http://curriculum.wingluke.org/?page_id=2941)

*Thanksgiving and Independence Day*

- Give examples of traditions.
- Explain the importance of these two American holidays.

*Holidays Through Times*

- Understand ways that the present connects to the past.
- Describe how national holidays change over time.

*Flag Day and Constitution Day*

- Recall how Flag Day came to be a national holiday.
- Describe the importance of the Constitution.

*Activities and wrap-up*

**Summative**

- Magazine assessment - "Holidays" (multiple choice questions and short answer prompts)
- Vocabulary matching activity

**Alternative**

- Plan and create a chart that displays important national holidays, including the reason for the holiday.
- Plan a patriotic party to celebrate America.

**Benchmark**

- "Get Set to Read" - *Given before and after the unit.*

Students answer a series of true/false questions about the core content in the unit (using 'smiling' for true and 'frowning' faces) as the teacher reads the prompts aloud.

The same assessment is

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- Make a national holiday chart
- Plan a patriotic party
- Present information about national holidays.
- **Magazine vocabulary:** celebrate, national holiday, hero, president, service work, veteran, calendar, tradition

### Supplementary Resources and Texts

Digital Resource - "I'm Curious: Birthdays" video

Read-alouds/Independent Reading

*Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

Basic:

- Veterans Day by Rebecca Rissman
- F Is for Flag by Wendy Cheyette Lewison
- Memorial Day by Clara Cella

On-Level:

- Looking at Lincoln by Maira Kalman
- Granddad Bud: A Veterans Day Story by Sharon Ferry
- The Night Before the Fourth of July by Natasha Wing

Advanced:

- The Pilgrims' First Thanksgiving by Ann McGovern
- Marching with Aunt Susan: Susan B. Anthony and the Fight for Women's Suffrage by Claire Rudolf Murphy

given again at the end of the unit.

- "Into Social Studies, Grade One Benchmark" assessment - *Given in September, May, and as needed.*
- *Given 2-3 times per year: (September, May, and as needed)*

Students will be asked to create a poster, using illustrations and/or writing, that shows two things:

One or more ways that they themselves can help others in their neighborhood.

And one or more examples of neighborhood helpers and the ways they make a community better for everyone.

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	<ul style="list-style-type: none"> <li>• Martin Luther King, Jr. by Marion Dane Bauer</li> </ul>	

Social Studies		Grade 1
	<b>Unit 8: Yesterday and Today</b>	<b>Pacing: 2 weeks</b>
<b>Essential Question</b>	<b>-How is our life different from the past, and how is it the same?</b>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsCM.3</b> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.EconEM.1</b> Describe the skills and knowledge required to produce specific goods and</p>	<p><i>Schools Past and Present</i></p> <ul style="list-style-type: none"> <li>• Compare schools in the past and present.</li> <li>• Describe how children today experience school.</li> </ul> <p><i>Communities Past and Present</i></p> <ul style="list-style-type: none"> <li>• Compare communities in the past and present.</li> <li>• Explain the differences in transportation and technology in the past and present.</li> </ul> <p><i>Jobs Past and Present</i></p> <ul style="list-style-type: none"> <li>• Compare the kinds of jobs people did in the past and the ones they do today.</li> <li>• Describe different kinds of work, in and out of the home.</li> </ul> <p><i>Transportation Now and Then</i></p> <ul style="list-style-type: none"> <li>• Identify different modes of transportation.</li> <li>• Compare transportation in the past and present.</li> </ul> <p><i>The First Flight</i></p> <ul style="list-style-type: none"> <li>• Explain key details about the first flight.</li> <li>• Explain why the first flight was important.</li> </ul> <p><i>People Past and Present</i></p> <ul style="list-style-type: none"> <li>• Identify how past generations lived, dressed, and spent free time.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Class discussion and teacher observations</li> <li>• Post-article assessment questions (prompts in teacher's edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Magazine assessment - "Yesterday and Today" (multiple choice questions and short answer prompts)</li> <li>• Vocabulary matching activity</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Conduct an interview with a person from a previous generation and present what their life was like in</li> </ul>

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<p>services.</p> <p><b>6.1.2.GeoGI.1</b> Explain why and how people, goods, and ideas move from place to place.</p> <p><b>6.1.2.HistoryCC.1</b> Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p><b>6.1.2.HistoryCC.2</b> Use a timeline of important events to make inferences about the "big picture" of history.</p> <p><b>6.1.2.HistoryCC.3</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p><b>6.1.2.HistorySE.1</b> Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p><b>6.1.2.HistoryUP.1</b> Use primary sources representing multiple perspectives to compare and make inferences about</p>	<ul style="list-style-type: none"> <li>● Compare how past generations dressed, played, celebrated, and behaved with how people today live.</li> <li>● Analyze historical photographs.</li> </ul> <p><i>Learning About the Past</i></p> <ul style="list-style-type: none"> <li>● Explain how we learn about the past.</li> <li>● Understand the difference between fact and fiction.</li> </ul> <p><i>Your Life</i></p> <ul style="list-style-type: none"> <li>● Demonstrate how to use a timeline.</li> </ul> <p><i>Activities and wrap-up</i></p> <ul style="list-style-type: none"> <li>● Create a timeline</li> <li>● Conduct an interview and present an oral history</li> </ul> <ul style="list-style-type: none"> <li>● <b>Magazine vocabulary:</b> past, present, change, tool, transportation, communication, technology, festival, biography, oral history, folklore</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - "Watch Us Grow" video</p> <p>Read Alouds/Independent Reading</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>● Cooking and Eating: Comparing Past and Present by Rebecca Rissman</li> <li>● My Hometown by Russell Griesmer</li> <li>● Schools Now and Then by Robin Nelson</li> </ul>	<p>the past in the form of an oral history.</p> <ul style="list-style-type: none"> <li>● Make a timeline of important events in your life.</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● "Get Set to Read" - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit (using 'smiling' for true and 'frowning' faces) as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>● "Into Social Studies, Grade One Benchmark" assessment - <i>Given in September, May, and as needed.</i></li> <li>● <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to create a poster, using illustrations and/or writing,</p>
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<p>why there are different accounts of the same event.</p>	<ul style="list-style-type: none"> <li>• Work in Colonial America by Mark Thomas</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>• Blackout by John Rocco</li> <li>• Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell by Tanya Lee Stone</li> <li>• Mary Smith by Andrea U'Ren</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• My Great-Aunt Arizona by Gloria Houston</li> <li>• An Illustrated Timeline of Transportation by Kremena T. Spengler</li> <li>• Your Life as a Settler in Colonial America by Thomas Kingsley Troupe</li> </ul>	<p>that shows two things:</p> <p>One or more ways that they themselves can help others in their neighborhood.</p> <p>And one or more examples of neighborhood helpers and the ways they make a community better for everyone.</p>

Social Studies		Grade 1
	<b>Unit 9: The American People</b>	<b>Pacing: 2 weeks</b>
<b>Essential Question</b>	<b><i>-How do so many different people make one nation?</i></b>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>	<p><i>America's First People</i></p> <ul style="list-style-type: none"> <li>• Identify American Indians as the first people in North America.</li> <li>• Explain cultural contributions of American Indians.</li> </ul> <p><i>Coming to America</i></p> <ul style="list-style-type: none"> <li>• Explain who immigrants are and why they move to new places.</li> <li>• Identify routes taken by immigrants to America.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Class discussion and teacher observations</li> <li>• Post-article assessment questions (prompts in teacher's edition)</li> </ul>

## Social Studies

Grade 1

### 6.1.2.GeoGI.1

Explain why and how people, goods, and ideas move from place to place.

### 6.1.2.GeoHE.1

Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

### 6.1.2.GeoHE.2

Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

### 6.1.2.GeoPP.1

Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

### 6.1.2.GeoSV.1

Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

### 6.1.2.GeoSV.2

#### *People from Near and Far*

- Describe the experiences of immigrants.
- Understand that immigrants come to America from all over the world.

#### *Living Culture*

- Identify elements of culture.
- Understand that customs and traditions are shared among families and groups.

#### *Anansi, the Spiderman*

- Describe the folklore character Anansi and recount the meaning and message that can be learned from his story.

#### *Sharing Culture*

- Describe a variety of cultural celebrations.
- Understand that cultural celebrations are unique.

#### *Out of Many, One*

- Describe what makes the United States diverse.
- Explain our country's motto.

#### *American Families*

- Identify roles within a family.
- Describe the diversity of American families.

#### *Activities and wrap-up*

- Create a collage showing different elements of a culture.
- Recount a folktale.
- **Magazine vocabulary:** culture, language, history, immigrant, religion, world, custom, tradition, folktale, celebration, diverse, role

#### **Supplementary Resources and Texts**

#### **Summative**

- Magazine assessment - "The American People" (multiple choice questions and short answer prompts)
- Vocabulary matching activity

#### **Alternative**

Make a collage that features elements of the many cultures that can make up the United States and write a sentence about each one.

- Read a folktale from a culture and act it out for the class. Discuss its meaning and what we can all learn from it.

#### **Benchmark**

- "Get Set to Read" - *Given before and after the unit.*

Students answer a series of true/false questions about the core content in the unit (using 'smiling' for true and 'frowning' faces) as the teacher reads the

<p>Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p><b>6.1.2.GeoSV.3</b> Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p><b>6.1.2.GeoSV.4</b> Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).</p> <p><b>6.1.2.HistorySE.1</b> Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p><b>6.1.2.HistoryUP.2</b> Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change</p>	<p>Read Alouds/Independent Reading</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit’s teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>• When I First Came to This Land by Harriet Ziefert</li> <li>• Our Grandparents: A Global Album by Maya Ajmera, Sheila Kinkade, and Cynthia Pon Charlesbridge</li> <li>• I’m New Here by Anne Sibley O’Brien</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>• The Quiet Place by Sarah Stewart</li> <li>• Whoever You Are by Mem Fox</li> <li>• It’s Ramadan, Curious George by H. A. Rey and Hena Khan</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• It’s Ramadan, Curious George by H. A. Rey and Hena Khan</li> <li>• A Piece of Home by Jeri Watts</li> <li>• The Journey by Francesca Sanna</li> </ul>	<p>prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>• “Into Social Studies, Grade One Benchmark” assessment - <i>Given in September, May, and as needed.</i></li> <li>• <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to create a poster, using illustrations and/or writing, that shows two things:</p> <p>One or more ways that they themselves can help others in their neighborhood.</p> <p>And one or more examples of neighborhood helpers and the ways they make a community better for everyone.</p>
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Social Studies		Grade 1
and/or reflect more than one culture.		

Social Studies		Grade 1
	<b>Unit 10: Goods and Services</b>	<b>Pacing: 2 weeks</b>
<b>Essential Question</b>	<b><i>-How do we make choices about what to do with our money?</i></b>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsCM.1</b> Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p><b>6.1.2.EconEM.1</b> Describe the skills and knowledge required to produce specific goods and services.</p> <p><b>6.1.2.EconEM.2</b> Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</p>	<p><i>Money</i></p> <ul style="list-style-type: none"> <li>● Identify and express the value of different coins and a dollar bill.</li> <li>● Explain why people use money.</li> </ul> <p><i>What to Buy</i></p> <ul style="list-style-type: none"> <li>● Explain the difference between goods and services.</li> <li>● Describe the choices that buyers make.</li> <li>●</li> </ul> <p><i>Spending Decisions</i></p> <ul style="list-style-type: none"> <li>● Distinguish between things we want that are nice to have and things we need to live.</li> <li>● Describe how and why people use budgets and how they save money.</li> </ul> <p><i>Where Does Money Come From?</i></p> <ul style="list-style-type: none"> <li>● Describe how workers earn money by providing services.</li> <li>● Explain a free-market economy.</li> </ul> <p><i>Selling Photographs</i></p> <ul style="list-style-type: none"> <li>● Identify the specialized work people do.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Class discussion and teacher observations</li> <li>● Post-article assessment questions (prompts in teacher’s edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment - “Goods and Services” (multiple choice questions and short answer prompts)</li> <li>● Vocabulary matching activity</li> </ul> <p><b>Alternative</b></p>



**6.1.2.EconEM.3**

Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

**6.1.2.EconET.1**

Explain the difference between needs and wants.

**6.1.2.EconET.2**

Cite examples of choices people make when resources are scarce.

**6.1.2.EconET.4**

Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

**6.1.2.EconGE.1**

Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.

**6.1.2.EconGE.2**

Explain why people in one country trade goods and services with people in other countries.

**6.1.2.EconNE.1**

Identify examples of human capital, physical capital, and natural resources that contribute to favorable

- Explain that a photographer sells quality photos for a job.

*T-shirts!*

- Describe the process of making a t-shirt.
- Identify the specialized work that people do to manufacture goods.
- Describe how a factory works.

*A Business of Their Own*

- Describe how money moves in a business
- Follow a sequence of events to show how businesses operate.

*Connections*

- Compare different kinds of transportation.
- Describe how people and goods are transported from place to place.

*Activities and wrap-up*

- Make and use a model of a market.
- Describe and role-play kinds of jobs.
- Use economic vocabulary to describe how people make and use money.
- **Magazine vocabulary:** money, trade, goods, services, market, wants, budget, save, scarce, business, job, factory

**Supplementary Resources and Texts**

Digital Resource - "I'm Curious: Jobs!" video'

Read Alouds/Independent Reading

*Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

Make a market to role-play selling things to classmates. Create advertisements, money, and goods and/or services to provide to others.

- Using props, act out a job you would like to do.

**Benchmark**

- "Get Set to Read" - *Given before and after the unit.*

Students answer a series of true/false questions about the core content in the unit (using 'smiling' for true and 'frowning' faces) as the teacher reads the prompts aloud.

The same assessment is given again at the end of the unit.

- "Into Social Studies, Grade One Benchmark" assessment - *Given in September, May, and as needed.*
- *Given 2-3 times per year: (September, May, and as*

Social Studies

Grade 1

economic conditions.

6.1.2.GeoGI.1

Explain why and how people, goods, and ideas move from place to place.

Basic:

- We're Going to the Farmer's Market by Stefan Page
- A Place to Live by Linda Staniford
- Clothesline Clues to Jobs People Do by Kathryn Heling

On-Level:

- Transportation by Alain Grée
- Curious George Goes to a Chocolate Factory by H.A.Rey

Advanced:

- Lemonade in Winter: A Book About Two Kids Counting Money by Emily Jenkins
- One Cent, Two Cents, Old Cent, New Cent: All About Money by Bonnie Worth

needed)

Students will be asked to create a poster, using illustrations and/or writing, that shows two things:

One or more ways that they themselves can help others in their neighborhood.

And one of more examples of neighborhood helpers and the ways they make a community better for everyone.

**Core Instructional Materials and Resources :**

Into Social Studies, Grade 1 Curriculum, Houghton-Mifflin (Consumable magazines for each unit. Online access including additional digital features embedded within the text.)

**Supplemental Materials and Resources:**

Picture books and read-alouds (suggested titles listed in teachers edition along with each unit). Refer to individual units for supplementary texts and materials. *Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

Brainpop Junior website, offering videos, activities, quizzes, and prompts for class discussions.

Resources suggested by the New Jersey Amistad Commission for Primary Grades

(<https://www.nj.gov/education/amistad/docs/Literacy%20Components%20for%20Primary%20Grades.pdf>)

Resources suggested by the New Jersey Holocaust Commission (<https://www.nj.gov/education/holocaust/curr/materials/>)

Videos and websites linked through the Into Social Studies online platform.

**Primary Sources**

The student magazines in the Grade One Into Social program offer students the opportunity to see, learn from, and engage with many primary sources. These include photographs (historical and modern day), paintings, quotations from significant people in history, maps, poems, stories, and myths. In addition, the program's Primary Source Database (<https://hmfyi.com/k-2/grades/grade-1/>) catalogs numerous books, videos, and interactive materials that take students directly to the source of the content they are learning about and lets them see these ideas presented in real life.

*The Into Social Studies curriculum provides students with an online component, where they can read and listen to their texts, manipulate and click on text features in an interactive interface, and, with teacher support, take unit assessments online.*

*The importance of technology and innovation in everyday life is a recurring theme throughout the materials, and students can see how improvements to technology have enhanced its capabilities and made many tasks easier and more efficient.*

*Students also tackle problems by planning multi-step solutions.*

**8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

**8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.

**8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.

**8.1.2.DA.3:** Identify and describe patterns in data visualizations.

**8.1.2.DA.4:** Make predictions based on data using charts or graphs.

**8.1.2.AP.4:** Break down a task into a sequence of steps.

**8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

**8.2.2.ITH.1:** Identify products that are designed to meet human wants or needs.

**8.2.2.ITH.2:** Explain the purpose of a product and its value.

**8.2.2.ITH.3:** Identify how technology impacts or improves life

**8.2.2.ITH.4:** Identify how various tools reduce work and improve daily tasks.

**8.2.2.ITH.5:** Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

**8.2.2.ETW.4:** Explain how the disposal of or reusing a product affects the local and global environment.

### **Activities**

- Identify products that are designed to meet human wants or needs.
- Students sort objects as either natural or manmade.
- Students identify things they can repurpose instead of throwing away to help cut down on trash in landfills.
- Students will draw and describe how modern inventions have made household chores easier over time- such as washing machines, dishwashers, vacuums, etc.
- Compare how people used to communicate with others from far away- (letters and phone calls) and how we can today with the internet (text messaging, email, Facetime, Zoom)
- Students locate states they have visited on an interactive map such as Google Earth.
- Students will draw a treasure map and explain how to use directions to find the treasure. They will give clues that students would need to figure out where the treasure is hidden.

**English Language Arts**

*The Into Social Studies materials are infused with explicit, meaningful opportunities for reading and language instruction. Students are regularly asked to describe what they see in illustrations and photographs and to provide details that support the main idea of each short magazine article. In each unit, each child receives a booklet/magazine replete with text features such as headings, charts, and graphs. The articles in each unit expose students to informational text organized in a variety of ways: problem/solution, compare/contrast, descriptive, and chronological writing. Teacher selected supplemental texts offer students exposure to social studies concepts in the form of informational texts and fictional stories.*

*Lessons give students the opportunity to express themselves and share what they have learned through writing and orally as a part of class discussions. Drawing on information from the text, along with personal experiences, is a skill woven throughout all of the First Grade units, including reading skills activities and lessons at the end of most units..*

**RI.1.1.** Ask and answer questions about key details in a text.

**RI.1.2.** Identify the main topic and retell key details of a text.

**RI.1.3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI.1.4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RI.1.6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI.1.7.** Use the illustrations and details in a text to describe its key ideas.

**NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**SL.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

**SL.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

### *Examples of Supporting Activities*

#### **Unit 1**

Cause and effect - After reviewing the concept of laws and school rules, students give examples. As a class, students work to name the effects of following these laws.

#### **Unit 2**

Main Idea and Details - Students work together to develop a list of details that support the main idea: *A neighborhood is a place where people live and work together.*

#### **Unit 3**

Use a Venn diagram and signal words (*like, unlike, different, same*) to compare and contrast two different places found on a map, such as Kansas and California (pages 6 and 7).

#### **Unit 4**

Compare and contrast different bodies of water such as lakes, oceans, and rivers, using text and text features.

#### **Unit 5**

Analyze photographs of different severe storms (hurricane, tornado, thunderstorm) and determine what details they share in common, and what sets them apart.

#### **Unit 6**

Students read a paragraph about different American symbols. They use this to identify three symbols that show that Americans value freedom and liberty, then organize their thinking in a flow chart.

#### **Unit 7**

Students create a chart of important holidays, and work together to consider how best to organize the key information and create text features

(illustrations, symbols) to illustrate what is important.

### **Unit 8**

Students read a short selection about what the day of a typical school child was like long ago. Then, see sequencing words to write or draw what happens first, next, and last.

### **Unit 9**

Students read a short story about two American children whose families have recently come from different countries. Use a Venn diagram to compare and contrast their experiences and heritage.

### **Unit 10**

After reading an article about two children who earn an allowance, ask students what they recall about how they earned their money and what they decided to use it for. Explain to a partner the benefits of each child's decision.

## **Mathematics**

*The Into Social Studies reinforces several key math concepts for First Grade students. Illustrations, including simple graphs, frequently give students the opportunity to count and compare assorted items. Spatial skills are emphasized, particularly in the units on maps and neighborhoods, as students determine where objects and locations stand in relation to one another. The program encourages multi-step planning and reasoning as students apply what they have learned to solve real world problems.*

**1.MD.C.4.** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

## **Science**

*Throughout the Into Social Studies program, students are consistently asked to think about different ways problems can be solved. Whether proposing a law to make a community or classroom better for everyone, or thinking of how neighborhood helps combine their skills to solve a problem, different ways to improve people's lives is a recurring theme. Frequently, students see examples of technology from the past, which they can compare to innovations from the present day. Students see that these tools can be used to perform similar tasks, albeit in different ways and with varying degrees of complexity and effort.*

**K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

**K-2-ETS1-3.** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.



Standards	Activities
<p><b>9.1.2.CR.1:</b> Recognize ways to volunteer in the classroom, school and community.</p> <p><b>9.1.2.CR.2:</b> List ways to give back, including making donations, volunteering, and starting a business.</p> <p><b>9.1.2. FI.1:</b> Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).</p> <p><b>9.1.2.FP.1:</b> Explain how emotions influence whether a person spends or saves.</p> <p><b>9.1.2.FP.2:</b> Differentiate between financial wants and needs.</p> <p><b>9.1.2.FP.3:</b> Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</p> <p><b>9.1.2.PB.2:</b> Explain why an individual would choose to save money.</p> <p><b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job.</p>	<p><b>Unit 1, “Solving Problems”:</b> Students consider problems, make lists of possible solutions, and role-play putting them into action.</p> <p><b>Unit 2, <i>Neighborhood Helpers</i>:</b> Some money is set aside to help everyone in a community. Neighborhood helpers solve problems by working together and using their individual skills to solve problems that face a community. Volunteers help others in a variety of ways, from entertaining, teaching, and helping others get what they need to be happy and healthy.</p> <p><b>Unit 4, <i>Where We Live</i>:</b> By taking steps like recycling, using natural power sources like wind, and not being wasteful in everyday life, students can help protect our natural resources and work to fight climate change.</p> <p><b>Unit 6, <i>US Symbols</i>:</b> Students observe how artists and engineers put their creative talents to use to create iconic landmarks, memorials, and monuments to people and events in American history.</p> <p><b>Unit 8, “Jobs Past and Present”:</b> Students learn about the skills needed to perform various jobs, and how modern innovation has changed (or not changed) how people work.</p> <p><b>Unit 9, “Coming to America”:</b> Many immigrants moved to the United States to find new jobs and earn money for their families.</p> <p><b>Unit 10, <i>Goods and Services</i>:</b> Lessons include starting a business, the many kinds of businesses that can be found in a community. Students learn that there are different types of money, about saving and spending to pay for wants and needs alike, and see how money is passed along through a local economy. Students understand why people have jobs and why individuals are paid for the work they do and the capital they create.</p> <p><b>Throughout the Curriculum:</b> Students are regularly asked to find creative outlets to demonstrate their understanding. Whether creating and performing skits, making illustrations, creating timelines and storyboards, utilizing a visual medium to deepen learning is integrated into nearly every lesson.</p> <p>Further, conducting and incorporating additional research is a point of emphasis. With help, students can search print and digital resources to find facts , information, and examples that they can incorporate into projects and use to help teach others.</p>

**9.1.2.CAP.2:** Explain why employers are willing to pay individuals to work.

**9.1.2.CAP.3:** Define entrepreneurship and social entrepreneurship.

**9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

**9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

**9.4.2.DC.7:** Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

**9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.

**9.4.2.IML.2:** Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

**9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6,

1-LSI-2).

**9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

## Appendix E

## Additional Instructional Requirements

Grade 1

### **Amistad**

The Into Social Studies First Grade program introduces students to African Americans who fought for equal rights in the face of discrimination. Students learn about the life and work of Martin Luther King, Jr., Rosa Parks, James Armistead and other African American patriots. They are also taught about, in an age-appropriate way, about the reality of the slave trade and the ways that enslaved people were treated cruelly and unfairly and that the legacy that this leaves continues on for many in our country. Teachers can access free, age-appropriate resources offered by the New Jersey Amistad Commission through their website, at <http://www.njamistadcurriculum.net/>.

### **Holocaust**

The Into Social Studies First Grade curriculum emphasizes the importance of communities coming together and highlights the ways that all people are unique. Students learn about individuals from history who have stood up on behalf of themselves who were being treated unfairly. Teachers should review the resources provided by the New Jersey Holocaust Commission to find resources that emphasize standing up against intolerance and hatred and utilize them in teachable moments throughout social studies instruction: <https://www.nj.gov/education/holocaust/curr/materials/>.

One such resource is the story “A Concert in the Sand” by Rachella Sandback, detailing the formation of Israel Philharmonic and its meaning to a young child and his grandmother as the State of Israel was in its infancy.

### **Diversity, Inclusion, and Disabilities**

Teachers can find lessons and instructional materials that focus on diversity and inclusion through the New Jersey Department of Education’s website at <https://www.nj.gov/education/standards/dei/samples/index.shtml>. In particular, two units found here that have been crafted particularly for young learners are rich in activities and resources to support this instruction, Holidays and Identity. Teachers are encouraged to review and utilize these resources on their own as well as incorporate them with relevant Into Social Studies units above.

## Asian American and Pacific Islander Heritage (AAPI)

Instruction about the heritage and history of Asian Americans and Pacific Islanders is, along with other cultures, interwoven throughout the Into History materials. In addition, the Diversity, Inclusion, and Disabilities materials compiled by the New Jersey Department of Education are infused with materials relating to this important topic.

In particular, the Wing Luke Museum's website, [http://curriculum.wingluke.org/?page\\_id=2765](http://curriculum.wingluke.org/?page_id=2765) offers online books, resources, and interactive exhibits appropriate for all grade levels. Teachers are encouraged to make use of these resources in planning and delivering classroom instruction in delivering AAPI-inclusive instruction.

Appendix F	21st Century Skills	Grade 1
Standards	Activities	
<p><b>9.1.2.FP.2</b> Differentiate between financial wants and needs</p> <p><b>9.1.2.PB.1</b> Determine various ways to save and places in the local community that help people save and accumulate money over time.</p> <p><b>9.1.2.PB.2</b> Explain why an individual would choose to save money.</p> <p><b>9.1.2.RM.1</b> Describe how valuable items might be damaged or lost and ways to protect them.</p> <p><b>9.1.2.CAP.2</b> Explain why employers are willing to pay</p>	<ul style="list-style-type: none"><li>● Students share items they want to receive as holiday gifts vs items they need.</li><li>● Students share experiences with visiting banks in our community.</li><li>● Students share why they choose to save money- ie for a special toy or larger item they want to buy.</li><li>● Students share how they take care of their chromebooks to ensure they don't break them.</li><li>● Students share what would happen if no one showed up to work at a restaurant, store, school etc</li><li>● Students recognize and encourage others to participate in the various collections and food/clothing drives held throughout the year in our school and name how they could benefit others in the community.</li><li>● Students will participate in and help guide virtual field trips to monuments, cities, and other places of interest and cultural significance.</li><li>● Students will draw and write about themselves as a student now and in the future with a job. They will have to describe what skills they need to have to be successful in both.</li></ul>	

individuals to work.

**9.1.2.CR.1** Recognize ways to volunteer in the classroom, school and community.

**9.1.2.CR.2** List ways to give back, including making donations, volunteering, and starting a business.

**9.4.2.CT.2** Identify possible approaches and resources to execute a plan.

**9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.

**9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

**9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

- Students will compare the job of someone today (for example, a teacher) and someone who did that job long ago.
- Students will navigate virtual maps (such as Google Earth) to describe a community and places that make it up.

## Grade 2 - Social Studies Pacing Guide

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
Unit 1: Leaders and Government Unit 2: Location Unit 3: North America	Unit 4: Communities and Resources Unit 5: Family Histories Unit 6: America's Beginnings	Unit 7: Heroes Unit 8: A World of Culture Unit 9: Why People Work

Social Studies		Grade 2
	<b>Unit 1: Leaders and Government</b>	Pacing: 2 weeks
<b>Essential Question</b>	<i><b>-How do governments run your community, state, and country?</b></i>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsCM.3</b> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.CivicsPI.1</b> Describe roles and</p>	<p><i>Citizens Everywhere</i></p> <ul style="list-style-type: none"> <li>Identify citizen's rights and responsibilities.</li> <li>Understand the consequences of breaking rules.</li> <li>Describe good citizenship.</li> </ul> <p><i>For the People</i></p> <ul style="list-style-type: none"> <li>Define government and state its purposes.</li> <li>Give an example of government workers helping a community.</li> </ul> <p><i>Follow the Leader</i></p> <ul style="list-style-type: none"> <li>Understand the purpose of voting.</li> <li>Identify the leaders of cities, states, and the nation.</li> <li>Consider what kinds of choices a class can make by voting.</li> </ul> <p><i>Three Equal Parts</i></p> <ul style="list-style-type: none"> <li>Identify the three branches of national government and their responsibilities.</li> <li>Explain the system of checks and balances.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Class discussion and teacher observations</li> <li>Post-article assessment questions (prompts in teacher's edition)</li> <li>Vocabulary activities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment - "Leaders and Government" (multiple choice questions and short answer prompts)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Create and perform a skit</li> </ul>

<p>responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p><b>6.1.2.CivicsPI.2</b> Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p><b>6.1.2.CivicsPI.3</b> Explain how individuals work with different levels of government to make rules.</p> <p><b>6.1.2.CivicsPI.5</b> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p><b>6.1.2.CivicsPI.6</b> Explain what government is and its function.</p> <p><b>6.1.2.CivicsPI.4</b> Explain how all people, not just official leaders, play important roles in a community.</p> <p><b>6.1.2.CivicsPR.2</b> Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p>	<p><i>Washington, D.C.</i></p> <ul style="list-style-type: none"> <li>Understand the significance of Washington, D.C. as our nation’s capital.</li> </ul> <p><i>Local, State, and National</i></p> <ul style="list-style-type: none"> <li>Understand the separation between national, state, and local governments.</li> <li>Describe the responsibilities held by each level of government.</li> </ul> <p><i>One World, Many Nations</i></p> <ul style="list-style-type: none"> <li>Understand that each nation has its own government, with its own rules.</li> <li>COmpare governments of several countries such as France, Saudi Arabia, and Bhutan.</li> </ul> <p><i>A Playground of Nations</i></p> <ul style="list-style-type: none"> <li>Make connections between playground communication and cooperation between countries.</li> <li>Describe strategies for getting along with others.</li> </ul> <ul style="list-style-type: none"> <li><b>Magazine vocabulary:</b> citizens, right, responsibility, law, consequence, government, judge, government service, taxes, election, vote, capital, nations, treaty, ambassador, embassy</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resources: Channel One News - “High Tech Post Office” and “How to Become President” videos.</p> <p>Read Alouds/ Independent Reading</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit’s teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>I Pledge Allegiance by Pat Mora and Libby Martinez</li> </ul>	<p>to model the role and functioning of a city council.</p> <ul style="list-style-type: none"> <li>Create a chart that identifies the roles, people, and importance of each of the three branches of government.</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>“Get Set to Read” - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>“Into Social Studies, Grade Two Benchmark” assessment - <i>Given in September, May, and as needed.</i></li> <li><i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to use everything they know about communities to <b>design a dream community</b> including the</p>
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<p><b>6.1.2.CivicsPR.1</b> Determine what makes a good rule or law.</p> <p><b>6.1.2.CivicsPR.3</b> Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p><b>6.1.2.CivicsPR.4</b> Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p><b>6.1.2.EconEM.1</b> Describe the skills and knowledge required to produce specific goods and services.</p> <p><b>6.1.2.EconNE.2</b> Describe examples of goods and services that governments provide.</p> <p><b>6.1.2.HistoryCC.3</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p><b>6.1.2.GeoGI.1</b> Explain why and how people, goods, and ideas move from place to place.</p>	<ul style="list-style-type: none"> <li>• Vote! by Eileen Christelow</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>• House Mouse, Senate Mouse by Peter W. Barnes and Cheryl Shaw Barnes</li> <li>• Our Government: The Three Branches by Shelly Buchanan</li> <li>• Duck for President by Doreen Cronin</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• We the People: The Constitution of the United States by Peter Spier</li> <li>• America: A Patriotic Primer by Lynne Cheney</li> </ul>	<p>resources, technology, transportation, and communication methods for that community.</p> <p>They will illustrate and apply explanations (oral and/or written) as to what they included and why they included it.</p>
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Social Studies		Grade 2
	<b>Unit 2: Location</b>	<b>Pacing: 2 weeks</b>
<b>Essential Question</b>	<b><i>-How does my life fit on a map?</i></b>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.GeoGI.2</b> Use technology to understand the culture and physical characteristics of regions.</p> <p><b>6.1.2.GeoHE.2</b> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g.,</p>	<p><i>Location, Location, Location</i></p> <ul style="list-style-type: none"> <li>● Read a grid map.</li> <li>● Use a grid map to locate a specific place.</li> </ul> <p><i>From Photo to Map</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast images of the same area.</li> <li>● Ask and answer questions about maps.</li> </ul> <p><i>Maps Show Location</i></p> <ul style="list-style-type: none"> <li>● Explain two ways to describe a location.</li> <li>● Use a grid map and legend to locate specific places.</li> </ul> <p><i>Use a Map</i></p> <ul style="list-style-type: none"> <li>● Use direction words to describe locations.</li> <li>● Identify features on a map.</li> <li>● Use a map scale.</li> </ul> <p><i>Your Place in the World</i></p> <ul style="list-style-type: none"> <li>● Analyze a photograph of the United States taken by satellite.</li> </ul> <p><i>Where You Live</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast different community areas.</li> <li>● Identify characteristics of urban, suburban, and rural areas.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Class discussion and teacher observations</li> <li>● Post-article assessment questions (prompts in teacher’s edition)</li> <li>● Vocabulary activities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment - “Location” (multiple choice questions and short answer prompts)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Draw a map of the classroom, use symbols to show where things are, and include a legend.</li> <li>● Write or plan a conversation between</li> </ul>

<p>transportation, housing, dietary needs).</p> <p><b>6.1.2.GeoHE.4</b> Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p><b>6.1.2.GeoPP.1</b> Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p><b>6.1.2.GeoSV.1</b> Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p><b>6.1.2.GeoSV.2</b> Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p><b>6.1.2.GeoSV.3</b> Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p>	<p><i>Mapping the World</i></p> <ul style="list-style-type: none"> <li>Find locations on maps and globes.</li> <li>Compare and contrast maps and globes.</li> </ul> <ul style="list-style-type: none"> <li><b>Magazine vocabulary:</b> location, country, continent, grid map, symbol, map title, legend, relative location, absolute location, compass rose, ocean, map scale, urban, rural, suburban, globe</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - Channel One News videos: "Bike Artist" and "Urban Planner"</p> <p>Read Alouds/Independent Reading</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>Where Do I Live? by Neil Chesnow</li> <li>Map Keys by Rebecca Olien</li> <li>As the Crow Flies: A First Book of Maps by Gail Hartman</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>Follow That Map! A First Book of Mapping Skills by Scot Ritchie</li> <li>Mapping Penny's World by Loreen Leedy</li> <li>There's a Map on My Lap! All About Maps by Tish Rabe</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>Treasure Map by Stuart J. Murphy</li> <li>Maps by Aleksandra Mizielinska and Daniel Mizielinsk</li> <li>Map Scales by Mary Dodson Wade</li> </ul>	<p>friends who live in different types of communities (ie. rural and urban).</p> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>"Get Set to Read" - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>"Into Social Studies, Grade Two Benchmark" assessment - <i>Given in September, May, and as needed.</i></li> <li><i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to use everything they know about communities to <b>design a dream community</b> including the resources, technology, transportation, and communication methods for that community.</p>
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<p><b>6.1.2.GeoSV.4</b> Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</p>		<p>They will illustrate and apply explanations (oral and/or written) as to what they included and why they included it.</p>
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Social Studies		Grade 2
	Unit 3: North America	Pacing: 2 weeks
Essential Question	<i>-What can maps tell us about the continent on which we live?</i>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.GeoGI.2</b> Use technology to understand the culture and physical characteristics of regions.</p>	<p><i>Countries in North America</i></p> <ul style="list-style-type: none"> <li>Identify countries on the North American continent.</li> <li>Use map elements to find the location of places.</li> </ul> <p><i>Bodies of Water in North America</i></p> <ul style="list-style-type: none"> <li>Identify oceans, Great Lakes, and major rivers on or near the North American continent.</li> <li>Use map elements to locate the relative and absolute locations of major bodies of water on the North American continent.</li> </ul> <p><i>Landforms in North America</i></p> <ul style="list-style-type: none"> <li>Identify different types of landforms found across North America.</li> <li>Recognize important landforms in North America, such as the Great Plains and the Rockies.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Class discussion and teacher observations</li> <li>Post-article assessment questions (prompts in teacher's edition)</li> <li>Vocabulary activities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment - "North America" (multiple choice questions and short answer prompts)</li> </ul>

<p><b>6.1.2.GeoHE.1</b> Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p><b>6.1.2.GeoHE.3</b> Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p><b>6.1.2.GeoPP.1</b> Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p><b>6.1.2.GeoSV.1</b> Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p><b>6.1.2.GeoSV.2</b> Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p><b>6.1.2.GeoSV.3</b> Identify and describe the</p>	<p><i>Using a Landform Map</i></p> <ul style="list-style-type: none"> <li>● Use a landform map to identify the location of physical features in North America.</li> <li>● Identify and use the key elements of a map to locate information.</li> </ul> <p><i>North America from Space</i></p> <ul style="list-style-type: none"> <li>● Compare the representation of North America on a map to a globe and a satellite photo of the continent.</li> </ul> <p><i>Seasons and Climate</i></p> <ul style="list-style-type: none"> <li>● Define weather and climate and explain the difference between the two terms.</li> <li>● Identify and describe the five different climates in North America.</li> <li>● Use tools to identify ways that our climate has changed over time and investigate the weather-related and societal effects of this change.</li> </ul> <p><i>What Grows There?</i></p> <ul style="list-style-type: none"> <li>● Identify the three main plant regions of North America.</li> <li>● Use a map to find the locations of the different plant regions.</li> </ul> <p><i>World Regions</i></p> <ul style="list-style-type: none"> <li>● Use a map to locate notable physical features around the world.</li> <li>● Identify different regions around the world.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Magazine vocabulary:</b> country, continent, bay, gulf, landform, mountain, valley, plains, desert, island, region, peninsula, climate, tropical, equator</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - "I'm Curious: Seasons" video</p> <p>Read Alouds/Independent Reading</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies</i></p>	<p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Draw a map of North America using symbols to identify important landforms and regions.</li> <li>● Write about two different seasons and deliver the report to the class as a weather personality.</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● "Get Set to Read" - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>● "Into Social Studies, Grade Two Benchmark" assessment - <i>Given in September, May, and as needed.</i></li> <li>● <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul>
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<p>properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p>	<p><i>concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>• The Seven Continents by Wil Mara</li> <li>• Let's Visit the Lake by Buffy Silverman</li> <li>• What Can Live in a Desert? by Sheila Anderson</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>• North America by Karen Bush Gibson</li> <li>• Let's Visit the Grassland by Jennifer Boothroyd</li> <li>• The Grand Canyon by Jeffrey Zuehlke</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• Little Kids First Big Book of the World by Elizabeth Carney</li> <li>• Explore Earth's Seven Continents by Bobbie Kalman</li> </ul>	<p>Students will be asked to use everything they know about communities to <b>design a dream community</b> including the resources, technology, transportation, and communication methods for that community.</p> <p>They will illustrate and apply explanations (oral and/or written) as to what they included and why they included it.</p>
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Social Studies		Grade 2
	Unit 4: Communities and Resources	Pacing: 2 weeks
Essential Questions	<p><i>-What resources do people need to live?</i>  <i>-How do people get these resources?</i></p>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsPD.1</b> Engage in discussions</p>	<p><i>What are Natural Resources?</i></p> <ul style="list-style-type: none"> <li>• Define and give examples of natural resources.</li> <li>• Create a product map to show where resources are found.</li> </ul> <p><i>Using Our Resources</i></p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Class discussion and teacher observations</li> <li>• Post-article assessment questions (prompts in</li> </ul>

<p>effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.EconEM.1</b> Describe the skills and knowledge required to produce specific goods and services.</p> <p><b>6.1.2.EconEM.3</b> Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</p> <p><b>6.1.2.EconGE.1</b> Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p> <p><b>6.1.2.EconNE.1</b> Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p> <p><b>6.1.2.GeoGI.1</b> Explain why and how people, goods, and ideas move from place to place.</p>	<ul style="list-style-type: none"> <li>● Identify various natural resources.</li> <li>● Explain how natural resources are used.</li> </ul> <p><i>Caring for Our Natural Resources</i></p> <ul style="list-style-type: none"> <li>● Explain why we need to conserve natural resources.</li> <li>● Identify conservation strategies.</li> </ul> <p><i>Food Production: Long Ago and Today</i></p> <ul style="list-style-type: none"> <li>● Describe ways that people produced and preserved food in the past.</li> <li>● Compare methods used to make food last longer in the past and present.</li> </ul> <p><i>Down on the Farm</i></p> <ul style="list-style-type: none"> <li>● Identify manmade and natural resources on a farm.</li> <li>● Discuss how an aerial photograph is different from one taken from the ground.</li> </ul> <p><i>Farms of Yesterday</i></p> <ul style="list-style-type: none"> <li>● Discuss some of the challenges of farming in the past.</li> <li>● Discuss how climate and weather affect crops.</li> <li>● Describe how farm implements were used long ago.</li> </ul> <p><i>Farms of Today</i></p> <ul style="list-style-type: none"> <li>● Describe new technologies used in farming operations.</li> <li>● Explain the effects of these new technologies on food production.</li> </ul> <p><i>From Farm to Table</i></p> <ul style="list-style-type: none"> <li>● Describe the production steps milk goes through.</li> <li>● Explain the importance of refrigeration for food safety.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Magazine vocabulary:</b> natural resource, fuel, conservation, compost, recycle, crop, market, growing season, climate, technology, adapt, raw materials, distributor.</li> </ul>	<p>teacher's edition)</p> <ul style="list-style-type: none"> <li>● Vocabulary activities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment - "Communities and Resources" (multiple choice questions and short answer prompts)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Keep a log of resources you use every day and consider the natural resources required to produce them (ie. soil and water are needed to grow a carrot).</li> <li>● Create a flowchart to show how a food product makes its way from where it begins to your table.</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● "Get Set to Read" - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit as the teacher reads the prompts aloud.</p>
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<p><b>6.1.2.GeoHE.2</b> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p><b>6.1.2.GeoHE.3</b> Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p><b>6.1.2.GeoHE.4</b> Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p><b>6.1.2.GeoPP.1</b> Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p><b>6.1.2.HistoryCC.3</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p>	<p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource: Curious World Videos: “Berries and Brambles” and “Pumpkins”</p> <p>Read Alouds/Independent Reading:</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit’s teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>• Farming by Gail Gibbons;</li> <li>• Compost Stew: An A to Z Recipe for the Earth by Mary McKenna Siddals</li> <li>• 10 Things I Can Do to Help My World by Melanie Walsh</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>• From Cow to Ice Cream by Bertram T. Knight</li> <li>• Farm by Elisha Cooper</li> <li>• Curious George Farm to Table adapted by Julie M. Fenner</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• These Bees Count! by Alison Formento</li> <li>• No Monkeys, No Chocolate by Melissa Stewart and Allen Young</li> <li>• The Dish on Food and Farming in Colonial America by Anika Fajardo</li> </ul>	<p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>• “Into Social Studies, Grade Two Benchmark” assessment - <i>Given in September, May, and as needed.</i></li> <li>• <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to use everything they know about communities to <b>design a dream community</b> including the resources, technology, transportation, and communication methods for that community.</p> <p>They will illustrate and apply explanations (oral and/or written) as to what they included and why they included it.</p>
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<b>Social Studies</b>		Grade 2
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	<b>Unit 5: Family Histories</b>	Pacing: 2-3 weeks
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<b>Essential Question</b>	<i><b>-How can exploring family histories help us better understand the past?</b></i>
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Standards	Knowledge/Skills	Evidence of Learning
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<p><b>6.1.2.GeoGI.1</b> Explain why and how people, goods, and ideas move from place to place.</p> <p><b>6.1.2.HistoryCC.1</b> Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p><b>6.1.2.HistoryCC.2</b> Use a timeline of important events to make inferences about the "big picture" of history.</p> <p><b>6.1.2.HistoryCC.3</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p><b>6.1.2.HistoryUP.2</b> Use evidence to demonstrate how an individual's beliefs, values, and traditions may change</p>	<p><i>We Are Family</i></p> <ul style="list-style-type: none"> <li>Recall and retell family histories.</li> <li>Explain the ways families are alike and different.</li> </ul> <p><i>Past and Present</i></p> <ul style="list-style-type: none"> <li>Identify details in text and photos about the past and present.</li> <li>Describe how family life and communities have changed over time.</li> <li>Explain events using terms related to time.</li> </ul> <p><i>Linking the Present to the Past</i></p> <ul style="list-style-type: none"> <li>Compare and contrast experiences from the past experiences in the present.</li> <li>Make inferences about a tradition that people share.</li> </ul> <p><i>Picturing a Family History</i></p> <ul style="list-style-type: none"> <li>Define and interpret a storyboard that tells a family's history.</li> <li>Place important events in the order they occurred.</li> </ul> <p><i>A Family Tree</i></p> <ul style="list-style-type: none"> <li>Use a family tree to explain how members of a family are related.</li> </ul> <p><i>A Timeline of a Life</i></p> <ul style="list-style-type: none"> <li>Use a timeline to analyze key events in a person's life in sequence.</li> </ul> <p><i>Remembering the Past</i></p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Class discussion and teacher observations</li> <li>Post-article assessment questions (prompts in teacher's edition)</li> <li>Vocabulary activities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment - "Family Histories" (multiple choice questions and short answer prompts)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Interview an older family member to find out what has changed over their lifetime.</li> <li>Create a storyboard showcasing important people, moments, and events in the history of a</li> </ul>
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<p>and/or reflect more than one culture.</p>	<ul style="list-style-type: none"> <li>Trace the history of a family using primary sources (photographs, passports, tapes, jewelry, etc.)</li> </ul> <p><i>Primary and Secondary Sources</i></p> <ul style="list-style-type: none"> <li>Explain the differences between primary and secondary sources.</li> <li>Give examples of primary and secondary sources.</li> </ul> <ul style="list-style-type: none"> <li><b>Magazine vocabulary:</b> tradition, event, storyboard, diagram, ancestors, interview, timeline, source, artifact, heritage, document, oral history</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - Channel One News video - "The Toy Museum"</p> <p>Read Alouds/Independent Reading</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <p>Monday, Wednesday, and Every Other Weekend by Karen Stanton</p> <ul style="list-style-type: none"> <li>Watch the Stars Come Out by Riki Levinson</li> <li>When Christmas Feels Like Home by Gretchen Griffith</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>Ellen's Broom by Kelly Starling Lyons</li> <li>My Mom Is a Foreigner, But Not to Me by Julianne Moore</li> <li>Red Kite, Blue Kite by Ji-li Jiang</li> <li>The Granddaughter Necklace by Sharon Dennis Wyeth</li> </ul>	<p>family.</p> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>"Get Set to Read" - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>"Into Social Studies, Grade Two Benchmark" assessment - <i>Given in September, May, and as needed.</i></li> <li><i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to use everything they know about communities to <b>design a dream community</b> including the resources, technology, transportation, and communication methods for that community.</p>
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	<p>Advanced:</p> <ul style="list-style-type: none"> <li>• The Blessing Cup by Patricia Polacco</li> <li>• When I Was Little by Toyomi Igus</li> </ul>	<p>They will illustrate and apply explanations (oral and/or written) as to what they included and why they included it.</p>
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Social Studies		Grade 2
	Unit 6: America's Beginnings	Pacing: 2 weeks
Essential Question	-How can exploring America's beginnings help us understand the present?	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsDP.1</b> Explain how national symbols reflect on American values and principles.</p> <p><b>6.1.2.CivicsDP.2</b> Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p><b>6.1.2.CivicsDP.3</b> Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American</p>	<p><i>Native Americans</i></p> <ul style="list-style-type: none"> <li>• Define history.</li> <li>• Explain how groups of Native American are alike and different</li> </ul> <p><i>Exploring and Settling North America</i></p> <ul style="list-style-type: none"> <li>• Explain how European settlers came to America.</li> <li>• Describe how the Native Americans helped the first settlers.</li> </ul> <p><i>First Steps to Freedom</i></p> <ul style="list-style-type: none"> <li>• Describe the colonies under British rule.</li> <li>• Explain why the colonists wanted their freedom.</li> <li>• Discuss why the Declaration of Independence was needed.</li> </ul> <p><i>War for Freedom</i></p> <ul style="list-style-type: none"> <li>• Identify the purpose of a revolution.</li> <li>• Explain the role of soldiers during the American Revolution.</li> <li>• Analyze a timeline of key events in the Revolutionary War.</li> </ul> <p><i>Father of Our Country</i></p> <ul style="list-style-type: none"> <li>• Explain why George Washington is an important figure in American history.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Class discussion and teacher observations</li> <li>• Post-article assessment questions (prompts in teacher's edition)</li> <li>• Vocabulary activities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Magazine assessment - "America's Beginnings" (multiple choice questions and short answer prompts)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Draw an American symbol, memorial, or landmark and explain its importance to our national heritage.</li> </ul>

<p>identity.</p> <p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.GeoGI.1</b> Explain why and how people, goods, and ideas move from place to place.</p> <p><b>6.1.2.GeoHE.2</b> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p><b>6.1.2.GeoPP.1</b> Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p><b>6.1.2.GeoSV.3</b> Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and</p>	<p><i>Fighting for Freedom</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast freedom fighters in the American Revolution.</li> <li>● Identify ways that people helped the war that did not involve fighting.</li> </ul> <p><i>Our American Heritage</i></p> <ul style="list-style-type: none"> <li>● Define American heritage.</li> <li>● Explain the difference between a symbol, landmark, and a memorial.</li> </ul> <p><i>American Holidays</i></p> <ul style="list-style-type: none"> <li>● Explain why people celebrate holidays.</li> <li>● Identify different American holidays.</li> </ul> <p><i>Japanese New Year</i></p> <ul style="list-style-type: none"> <li>● Review holidays in other Parts of the World. Read about Japanese New Year, using read alouds, activities, and coloring pages from the Wing Luke lesson collection: <a href="http://curriculum.wingluke.org/?page_id=2941">http://curriculum.wingluke.org/?page_id=2941</a></li> <li>● <b>Magazine vocabulary:</b> history, continent, settlers, colony, laws, independence, tax, revolution, heritage, memorial, landmark</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - Channel One News video: "Museum of the American Revolution"</p> <p>Read Alouds/Independent Reading:</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>● I Am Abraham Lincoln by Brad Meltzer</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>● If You Were a Kid in the Thirteen Colonies by Wil Mara</li> </ul>	<ul style="list-style-type: none"> <li>● Make a model of a Native American village and describe how its features are driven by geography and innovation.</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● "Get Set to Read" - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>● "Into Social Studies, Grade Two Benchmark" assessment - <i>Given in September, May, and as needed.</i></li> <li>● <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to use everything they know about communities to <b>design a dream community</b> including the resources, technology, transportation, and</p>
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<p>purposes (wayfinding, thematic).</p> <p><b>6.1.2.HistoryCC.2</b> Use a timeline of important events to make inferences about the "big picture" of history.</p> <p><b>6.1.2.HistoryCC.3</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p>	<ul style="list-style-type: none"> <li>• John Adams Speaks for Freedom by Deborah Hopkinson</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• Pueblos by Jack Manning</li> </ul>	<p>communication methods for that community.</p> <p>They will illustrate and apply explanations (oral and/or written) as to what they included and why they included it.</p>
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Social Studies		Grade 2
	Unit 7: Heroes	Pacing: 2 weeks
Essential Question	Essential Question(s) Here - expand as needed	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.2.CivicsCM.1</b> Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p><b>6.1.2.CivicsCM.2</b> Use examples from a</p>	<p><i>What is a Hero?</i></p> <ul style="list-style-type: none"> <li>• Define hero.</li> <li>• Identify examples of people who are considered heroes.</li> <li>• Explain the different ways that people can be heroic.</li> </ul> <p><i>Heroes for Equal Rights</i></p> <ul style="list-style-type: none"> <li>• Define equal rights.</li> <li>• Identify individuals throughout history involved in the fight for equal rights for African Americans.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Class discussion and teacher observations</li> <li>• Post-article assessment questions (prompts in teacher's edition)</li> <li>• Vocabulary activities</li> </ul>

<p>variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p><b>6.1.2.CivicsCM.3</b> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p><b>6.1.2.CivicsDP.1</b> Explain how national symbols reflect on American values and principles.</p> <p><b>6.1.2.CivicsDP.2</b> Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p><b>6.1.2.CivicsDP.3</b> Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking</p>	<ul style="list-style-type: none"> <li>Identify the institution of slavery and describe the many negative ways it impacted enslaved people, both throughout history as well as its legacy stretching to the present day.</li> <li>Identify Frederick Douglass, Harriet Tubman, Rosa Parks, Martin Luther King, Jr., and Abraham Lincoln.</li> </ul> <p><i>Heroes for Women</i></p> <ul style="list-style-type: none"> <li>Explain how women throughout history fought for equal rights.</li> </ul> <p><i>Standing Up for Themselves and Others</i></p> <ul style="list-style-type: none"> <li>Identify problems faced by Native Americans and farmworkers.</li> <li>Identify people who worked to help farm workers live better lives.</li> </ul> <p><i>A Mountainous Monument!</i></p> <ul style="list-style-type: none"> <li>Identify the heroes depicted on Mount Rushmore.</li> </ul> <p><i>Heroes Who Discover</i></p> <ul style="list-style-type: none"> <li>Explain that discoveries can make a difference in people's lives.</li> <li>Identify the accomplishments of notable explorers, inventors, and scientists.</li> </ul> <p><i>Heroes Who Care</i></p> <ul style="list-style-type: none"> <li>Explain the concept of compassion and how it has influenced historical figures.</li> <li>Identify historical figures, such as Clara Barton and Jonas Salk, and their accomplishments in the field of health.</li> </ul> <p><i>You Can Be a Hero!</i></p> <ul style="list-style-type: none"> <li>Identify ways of becoming a hero in your community.</li> <li>Write a brief information text about a hero.</li> </ul> <ul style="list-style-type: none"> <li><b>Magazine vocabulary:</b> hero, courage, slavery, rights, scientist, inventor, explorer, compassion, volunteer</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - Channel One News videos: "Anti-Bullying Rapper" and "Service Year</p>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment - "Heroes" (multiple choice questions and short answer prompts)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Plan and perform a skit that showcases the important work of a hero and how they helped others.</li> <li>Write a paragraph about ways that young people could be a hero to other people.</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>"Get Set to Read" - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in the unit as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>"Into Social Studies, Grade Two Benchmark" assessment - <i>Given in September, May, and as</i></li> </ul>
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<p>questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.HistoryCC.3</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p><b>6.1.2.HistoryUP.1</b> Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p> <p><b>6.1.2.HistoryUP.3</b> Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p>	<p>Alliance”</p> <p>Read Alouds/Independent Reading</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit’s teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>• Harriet Tubman by Wil Mara</li> <li>• The Quickest Kid in Clarksville by Pat Zietlow Miller</li> <li>• Sitting Bull by Susan Evento</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>• Hope’s Gift by Kelly Starling Lyons</li> <li>• Dolores Huerta: A Hero to Migrant Workers by Sarah Warren</li> <li>• Sit In: How Four Friends Stood Up by Sitting Down by Andrea Davis Pinkney</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote by Tanya Lee Stone</li> <li>• From the Good Mountain: How Gutenberg Changed the World by James Rumford</li> <li>• Rosa by Nikki Giovanni</li> </ul>	<p><i>needed.</i></p> <ul style="list-style-type: none"> <li>• <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to use everything they know about communities to <b>design a dream community</b> including the resources, technology, transportation, and communication methods for that community.</p> <p>They will illustrate and apply explanations (oral and/or written) as to what they included and why they included it.</p>
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Social Studies		Grade 2
	Unit 8: A World of Culture	Pacing: 2 weeks
Essential Questions	<p><i>-How are cultures around the world?</i></p> <p><i>-In what ways are they different?</i></p>	
Standards	Knowledge/Skills	Evidence of Learning

**6.1.2.CivicsPD.1**

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

**6.1.2.GeoGI.1**

Explain why and how people, goods, and ideas move from place to place.

**6.1.2.GeoHE.2**

Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

**6.1.2.GeoSV.1**

Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

**6.1.2.GeoSV.3**

Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

*So Many Cultures!*

- Explain things that are part of a group's culture.
- Identify and locate countries on a world map.
- Share and support ideas about culture around the world.

*Rice, Please!*

- Recall information about where and how rice is grown.
- Explain why working together can sometimes be better than working alone.

*Cultures and Values*

- Explain where and how values are taught.
- Find countries on a world map.

*A History of Cultures*

- Explain who immigrants are.
- Identify and locate countries and neighboring locations and their relative locations.
- Read the picture book "Don't Forget" by Patricia Lakin, where a girl on a shopping trip to a bakery learns about the challenges and oppression her Jewish ancestors faced when trying to go about their lives in pre-World War II Europe. (See Holocaust Education, Appendix E, for more information and resources).

*Ellis Island: The Gateway to America*

- Recall and retell information about Ellis Island
- Analyze a historical photograph.

*Cultures Today*

- Explain how immigration has changed over the years.
- Identify and locate five regions from which people immigrate to the United States on a world map.

*Celebrating Culture*

- Explain why people celebrate their culture.
- Identify details about cultural celebrations.

*Sharing Culture*

**Formative**

- Class discussion and teacher observations
- Post-article assessment questions (prompts in teacher's edition)
- Vocabulary activities

**Summative**

- Magazine assessment - "A World of Cultures" (multiple choice questions and short answer prompts)

**Alternative**

- Recall a story from the unit and present it to the class and explain the values it has to teach about culture.
- Choose a culture and research a festival or event that is celebrated. Create a presentation to teach others when and where this festival takes place, along with what it means.

**Benchmark**

- "Get Set to Read" - *Given before and after the unit.*

Students answer a series of true/false questions

<p><b>6.1.2.HistoryCC.3</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p><b>6.1.2.HistorySE.1</b> Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p><b>6.1.2.HistorySE.2</b> Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</p> <p><b>6.1.2.HistoryUP.2</b> Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</p>	<ul style="list-style-type: none"> <li>● Explain ways people share their culture with other people.</li> <li>● Compare and contrast ways people share their culture.</li> <li>● <b>Magazine vocabulary:</b> culture, languages, staple, values, immigrants, famine, conflict, diversity, customs, traditions, preserve</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - Curious World videos: "Let's Go To Work, Dancer" and "Mella and Joe: Big Band"</p> <p>Read Alouds/Independent Reading</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>● What Does It Mean to Be Kind? by Rana DiOrio</li> <li>● Growing Up with Tamales/Los tamales de Ana by Gwendolyn Zepeda</li> <li>● The Name Jar by Yangsook Choi</li> </ul> <p>On -Level:</p> <ul style="list-style-type: none"> <li>● The Journey by Francesca Sanna</li> <li>● Together for Kwanzaa by Juwanda G. Ford;</li> <li>● Everybody Cooks Rice by Norah Dooley</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>● Ellis Island by Elaine Landau</li> <li>● Celebrate Chinese New Year: With Fireworks, Dragons, and Lanterns by Carolyn Otto</li> <li>● Grandma's Records by Eric Velasquez</li> </ul>	<p>about the core content in the unit as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>● "Into Social Studies, Grade Two Benchmark" assessment - <i>Given in September, May, and as needed.</i></li> <li>● <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to use everything they know about communities to <b>design a dream community</b> including the resources, technology, transportation, and communication methods for that community.</p> <p>They will illustrate and apply explanations (oral and/or written) as to what they included and why they included it.</p>
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Social Studies		Grade 2
	Unit 9: Why People Work	Pacing: 2 weeks
Essential Questions	<i>-How does the work people do in their jobs help our community?</i> <i>-How does it help other communities?</i>	
Standards	Knowledge/Skills	Evidence of Learning

<p><b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.EconEM.1</b> Describe the skills and knowledge required to produce specific goods and services.</p> <p><b>6.1.2.EconEM.2</b> Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</p> <p><b>6.1.2.EconEM.3</b> Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</p> <p><b>6.1.2.EconET.1</b> Explain the difference between needs and wants.</p> <p><b>6.1.2.EconET.2</b> Cite examples of choices people make when resources are scarce.</p> <p><b>6.1.2.EconET.3</b> Describe how supply and</p>	<p><i>Producers and Consumers</i></p> <ul style="list-style-type: none"> <li>● Identify the role of producers and consumers.</li> <li>● Describe the production of food.</li> </ul> <p><i>Working to Make Money</i></p> <ul style="list-style-type: none"> <li>● Describe the difference between goods and services.</li> <li>● Explain how producers are also consumers.</li> <li>● Describe businesses and the kinds of goods and services they produce.</li> </ul> <p><i>Money Choices</i></p> <ul style="list-style-type: none"> <li>● Distinguish between things you need and things you would like to have.</li> <li>● Perform cost-benefit analyses to choose between different products.</li> </ul> <p><i>Strawberries for Sale</i></p> <ul style="list-style-type: none"> <li>● Explain the relationship between availability and price.</li> <li>● Describe the role of weather and resources in the production of foods.</li> </ul> <p><i>Markets Around the World</i></p> <ul style="list-style-type: none"> <li>● Identify locations on a map.</li> <li>● Analyze photographs of markets in worldwide cities.</li> </ul> <p><i>A Factory Tour</i></p> <ul style="list-style-type: none"> <li>● Identify examples of raw materials.</li> <li>● Describe the role of factories in the production of goods.</li> </ul> <p><i>We Are All Connected</i></p> <ul style="list-style-type: none"> <li>● Explain the interdependence of producers and consumers.</li> <li>● Identify the difference and jobs people in the chain between producers and consumers.</li> </ul> <p><i>Buying and Selling Across the World</i></p> <ul style="list-style-type: none"> <li>● Identify the steps and processes in global trade.</li> <li>● Compare production and consumption from long ago and today.</li> <li>● Act out trade negotiations as a class.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Class discussion and teacher observations</li> <li>● Post-article assessment questions (prompts in teacher’s edition)</li> <li>● Vocabulary activities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment - “Why People Work” (multiple choice questions and short answer prompts)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Make a poster that shows many different products that can be made from a single raw material.</li> <li>● Create a list of many different ways a young person could generate income, now or in the near future. Draw a picture and write about one of these ways.</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● “Get Set to Read” - <i>Given before and after the unit.</i></li> </ul> <p>Students answer a series of true/false questions about the core content in</p>
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<p>demand influence price and output of products.</p> <p><b>6.1.2.EconET.4</b> Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p><b>6.1.2.EconGE.1</b> Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p> <p><b>6.1.2.EconGE.2</b> Explain why people in one country trade goods and services with people in other countries.</p> <p><b>6.1.2.EconET.5</b> Describe how local and state governments make decisions that affect individuals and the community.</p> <p><b>6.1.2.EconNE.1</b> Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p> <p><b>6.1.2.GeoGI.1</b></p>	<ul style="list-style-type: none"> <li>● <b>Magazine vocabulary:</b> producer, business, consumer, goods, services, occupation, income, free enterprise, budget, want, cost-benefit, scarce, manufacture, raw material, interdependence, barter</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource: Curious World video: "Let's Go To Work, Hockey Goalie!"</p> <p>Read Alouds/Independent Reading</p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>● Caps for Sale by Esphyr Slobodkina</li> <li>● Isabel's Car Wash by Sheila Bair</li> <li>● What Can You Do with Money?: Earning, Spending, and Saving by Jennifer S. Larson</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>● Ox-Cart Man by Donald Hall</li> <li>● An Orange in January by Dianna Hutts Aston</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>● Winnie Finn, Worm Farmer by Carol Brendler</li> <li>● One Hen: How One Small Loan Made a Big Difference by Katie Smith Milway</li> </ul>	<p>the unit as the teacher reads the prompts aloud.</p> <p>The same assessment is given again at the end of the unit.</p> <ul style="list-style-type: none"> <li>● "Into Social Studies, Grade Two Benchmark" assessment - <i>Given in September, May, and as needed.</i></li> <li>● <i>Given 2-3 times per year: (September, May, and as needed)</i></li> </ul> <p>Students will be asked to use everything they know about communities to <b>design a dream community</b> including the resources, technology, transportation, and communication methods for that community.</p> <p>They will illustrate and apply explanations (oral and/or written) as to what they included and why they included it.</p>
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Explain why and how people, goods, and ideas move from place to place.

**6.1.2.GeoHE.4**

Investigate the relationship between the physical environment of a place and the economic activities found there.

**6.1.2.GeoSV.1**

Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

**6.1.2.GeoSV.3**

Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

**Core Instructional Materials:**

Into Social Studies, Grade 2 Curriculum, Houghton-Mifflin (Consumable magazines for each unit. Online access including additional digital features embedded within the text.)

**Supplemental Materials:**

Picture books and read-alouds (suggested titles listed in teachers edition along with each unit). Refer to individual units for supplementary texts and materials. *Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

Brainpop Junior website, offering videos, activities, quizzes, and prompts for class discussions.

Resources suggested by the New Jersey Amistad Commission for Primary Grades

(<https://www.nj.gov/education/amistad/docs/Literacy%20Components%20for%20Primary%20Grades.pdf>)

Resources suggested by the New Jersey Holocaust Commission (<https://www.nj.gov/education/holocaust/curr/materials/>)

Videos and websites linked through the Into Social Studies online platform.

**Primary Sources**

The student magazines in the Grade 2 Into Social program offer students the opportunity to see, learn from, and engage with many primary sources. These include photographs (historical and modern day), paintings, quotations from significant people in history, maps, and poems, stories, and myths.. In addition, the program's Primary Source Database (<https://hmfyi.com/k-2/grades/grade-2/>) catalogs numerous books, videos, and interactive materials that take students directly to the source of the content they are learning about and lets them see these ideas presented in real life.

*The Into Social Studies curriculum provides students with an online component, where they can read and listen to their texts, manipulate and click on text features in an interactive interface, and, with teacher support, take unit assessments online.*

*The importance of technology and innovation in everyday life is a recurring theme throughout the materials, and students can see how improvements to technology have enhanced its capabilities and made many tasks easier and more efficient.*

*Students also tackle problems by planning multi-step solutions.*

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

8.2.2.ITH.2: Explain the purpose of a product and its value.

8.2.2.ITH.3: Identify how technology impacts or improves life

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.

### Activities

- Students will create a flowchart to show the steps that lawmakers take to create a new law.
- Students will participate and help guide virtual field trips to American landmarks.
- Students will sort pictures of “then and now technology,” and discuss how technology has changed and how these changes have impacted our lives.
- Students will discuss how their community and world has changed through time and how technology has impacted those changes.
- Students will work together to brainstorm ways to make Lebanon a better place to live.

## Appendix C

## Interdisciplinary Connections

Grade 2

### English Language Arts

*The Into Social Studies materials are infused with explicit, meaningful opportunities for reading and language instruction. Students are regularly asked to describe what they see in illustrations and photographs and to provide details that support the main idea of each short magazine article. In each unit, each child receives a booklet/magazine replete with text features such as headings, charts, and graphs. The articles in each unit expose students to informational text organized in a variety of ways: problem/solution, compare/contrast, descriptive, and chronological writing. Teacher selected supplemental texts offer students exposure to social studies concepts in the form of informational texts and fictional stories.*

*Lessons give students the opportunity to express themselves and share what they have learned through writing and orally as a part of class discussions. Drawing on information from the text, along with personal experiences, is a skill woven throughout all of the Second Grade units, including reading skills activities and lessons at the end of most units.*

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

### *Examples of Supporting Activities*

#### **Unit 1**

Use a photograph of the US Capitol Building and name it as a *main idea*. Use the photograph, captions, and text to determine supporting details that tell about the building's importance, use, and appearance.

#### **Unit 2**

Give students the following main idea: "Maps can help us get from one place to another". Students find supporting details from the text to explain



the many ways maps can help us to get around.

### **Unit 3**

Students create a chart to help them compare and contrast two bodies of water (the Pacific Ocean and the Mississippi River) on pages 4 and 5. With guidance, use signal words such as *like*, *same*, *different*, and *similar* to help in comparing and contrasting.

### **Unit 4**

Students read a short story about a farmer who is growing green beans. Students find examples of cause and effect that show what is needed for the plants to grow and how the farmer helps his crops along the way.

### **Unit 5**

Students read a story about a family's history (pages 6 and 7) and use sequence words to put the events in their proper order.

### **Unit 6**

This unit, focusing on history and the progress of America's history over time, offers many opportunities to look for signal words that show the sequence of events. Students circle these words as they read through the unit.

### **Unit 7**

Students recall and retell the story of one individual and what they accomplished that makes them a hero.

### **Unit 8**

Students analyze a large, black and white photograph of a waiting lobby on Ellis Island and write about what they can learn from this primary source.

### **Unit 9**

Sort jobs that people have into different categories, ie. service provider, skilled labor, etc. Note that some jobs can fit into different categories.

## **Mathematics**

*The Into Social Studies reinforces several math concepts for Second Grade students. Illustrations, including simple graphs, frequently give students the opportunity to count and compare assorted items. Spatial skills are emphasized, particularly in the units on maps and neighborhoods, as students determine where objects and locations stand in relation to one another. The program encourages multi-step planning and reasoning as students apply what they have learned to solve real world problems. Additionally, in lessons on spending, saving, and budgeting with money ask students to use addition and subtraction with whole dollars and think through multi-step situations as they make spending decisions.*

2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown

number to represent the problem. 1

2.OA.B.2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.

### Science

*Identifying different landforms, as well as how human activity can shape and change the Earth, is a thread woven through geography lessons in the Second Grade Into Social Studies Program. Students are asked to create a map showing important landforms on the North American continent.*

2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Appendix D	Career Education Integration	Grade 2
<b>Standards</b>		
<p><b>9.1.2.CR.2:</b> List ways to give back, including making donations, volunteering, and starting a business.</p> <p><b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job.</p> <p><b>9.1.2.CAP.2:</b> Explain why employers are willing to pay individuals to work.</p> <p><b>9.1.2.CAP.3:</b> Define entrepreneurship and social entrepreneurship.</p>	<p><b>Unit 5, Family Histories:</b> In this unit, students the many different cultures and backgrounds of families across the United States. They see that while every family and culture is unique, there are many common themes and values that unite people from across different places and traditions; therefore, mutual respect is important and valuable.</p> <p><b>Unit 9, Why People Work:</b> This unit focuses on the jobs people do and how they are applied in a way that helps others and earns money for an individual or business. Students learn about starting a business, including the risks that come along with financial failure or setback (ie. drought impacts a farmer’s strawberry crop).</p> <p>Students learn how businesses around the world connect with one another, as well as the many kinds of people and skills needed to create a product, such as in a factory. Producers and consumers, along with the ways people think about spending and saving money, are presented.</p>	

**9.1.2.CAP.4:** List the potential rewards and risks to starting a business.

**9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

**9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

**9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

**9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

**9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

**9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Throughout the Curriculum:** Students are regularly asked to find creative outlets to demonstrate their understanding. Whether creating and performing skits, making illustrations, creating timelines and storyboards, utilizing a visual medium to deepen learning is integrated into nearly every lesson.

Further, conducting and incorporating additional research is a point of emphasis. With help, students can search print and digital resources to find facts, information, and examples that they can incorporate into projects and use to help teach others.

**Amistad**

The Into Social Studies Second Grade program introduces students to African Americans such as Thurgood Marshall, Revolutionary soldier Peter Salem, George Washington Carver, Frederick Douglass, Jackie Robinson and Wilma Rudolph, as well as international leaders and advocates for equality such as South African leader Nelson Mandela and Liberian President Ellen Johnson Sirleaf. who fought for equal rights in the face of discrimination. They are also taught about, in an age-appropriate way, about the reality of the slave trade and the ways that enslaved people were treated cruelly and unfairly and that the legacy that this leaves continues on for many in our country. Teachers can access free, age-appropriate resources offered by the New Jersey Amistad Commission through their website, at <http://www.njamistadcurriculum.net/>.

**Holocaust**

The Into Social Studies Kindergarten curriculum emphasizes the importance of communities coming together and highlights the ways that all people are unique. Students learn about individuals from history who have stood up on behalf of themselves who were being treated unfairly. Teachers should review the resources provided by the New Jersey Holocaust Commission to find resources that emphasize standing up against intolerance and hatred and utilize them in teachable moments throughout social studies instruction: <https://www.nj.gov/education/holocaust/curr/materials/>.

One such resource is the picture book “Don’t Forget” by Patricia Lakin, where a girl on a shopping trip to a bakery learns about the challenges and oppression her Jewish ancestors faced when trying to go about their lives in pre-World War II Europe.

**Diversity, Inclusion, and Disabilities**

Teachers can find lessons and instructional materials that focus on diversity and inclusion through the New Jersey Department of Education’s website at <https://www.nj.gov/education/standards/dei/samples/index.shtml>. In particular, two units found here have been crafted particularly for young learners are rich in activities and resources to support this instruction. They are units on Holidays and Identity. Teachers are encouraged to review and utilize these resources on their own as well as incorporate them with relevant Into Social Studies units above.

**Asian American and Pacific Islander Heritage (AAPI)**

Instruction about the heritage and history of Asian Americans and Pacific Islanders is, along with other cultures, interwoven throughout the Into

History materials. In addition, the Diversity, Inclusion, and Disabilities materials compiled by the New Jersey Department of Education are infused with materials relating to this important topic.

In particular, the Wing Luke Museum’s website at [http://curriculum.wingluke.org/?page\\_id=2765](http://curriculum.wingluke.org/?page_id=2765) offers online books, resources, and interactive exhibits appropriate for all grade levels. Teachers are encouraged to make use of these resources in planning and delivering classroom instruction in delivering AAPI-inclusive instruction.

Appendix F		21st Century Skills	Grade 2
Standards	Activities		
<p><b>9.1.2.CR.1</b> Recognize ways to volunteer in the classroom, school and community.</p> <p><b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job</p> <p><b>9.4.2.CT.1:</b> Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p><b>9.4.2.DC.7:</b> Describe actions peers can take to positively impact climate change.</p> <p><b>9.4.2.IML.3:</b> Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults</p>	<ul style="list-style-type: none"> <li>• Students will collaboratively create a list of classroom jobs and then agree upon implementing the system.</li> <li>• Students will list jobs and indicate the ways they have changed – and remained the same – due to changes in technological advancements.</li> <li>• Students will learn about the environmental problems our community faces due to climate change. They will brainstorm ways to support and help the community.</li> <li>• Students will compare cultures of different regions of the US.</li> <li>• Students will discuss how the characteristics of a region might impact the jobs found there.</li> </ul>		

**9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

**9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job

**Grade 3 - Social Studies  
Pacing Guide**

<b>Trimester 1 (September - December)</b>	<b>Trimester 2 (December - March)</b>	<b>Trimester 3 (March - June)</b>
Unit 1: Role of Citizens	Unit 2: Mapping Our World Unit 3: Settling the Land	Unit 4: Producers and Consumers

<b>Social Studies</b>		<b>Grade 3</b>
	<b>Unit 1: Role of Citizens</b>	<b>Pacing: 3 weeks</b>
<b>Essential Question</b>	<b>-What are the rights and responsibilities of U.S. citizens?</b>	
<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Evidence of Learning</b>
<p><b>6.1.5.CivicsCM.1</b> Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p> <p><b>6.1.5.CivicsCM.6</b> Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p> <p><b>6.1.5.CivicsDP.2</b> Compare and contrast responses of individuals</p>	<p><i>You are a Citizen</i></p> <ul style="list-style-type: none"> <li>Define what it means to be a citizen.</li> <li>Describe why it is important to be a good citizen.</li> </ul> <p><i>Give Me Liberty</i></p> <ul style="list-style-type: none"> <li>Identify and describe some of the rights of U.S citizens</li> <li>Describe how the U.S. Constitution and Bill of Rights protect the rights of U.S. citizens.</li> </ul> <p><i>Fighting for Our Freedoms</i></p> <ul style="list-style-type: none"> <li>Identify American heroes who fought for rights for themselves and their fellow citizens (including Anne Hutchinson, Benjamin Franklin, Frederick Douglas, Harriet Tubman, Abraham Lincoln, and Martin Luther King, Jr.)</li> <li>Describe the characteristics or qualities of citizens leaders.</li> </ul> <p><i>Do Your Duty</i></p> <ul style="list-style-type: none"> <li>Explain the link between rights and responsibilities.</li> <li>Describe what it means to 'do the right thing'.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Class discussions and teacher observations</li> <li>Post-article assessment questions (suggested prompts in teacher's edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment: "Role of Citizens" (multiple choice, short answer, required by law or not? table, and response to the compelling question)</li> <li>Word choice: fill in the blank vocabulary activity.</li> </ul>

and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**6.1.5.CivicsHR.1**

Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

**6.1.5.CivicsHR.2**

Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

**6.1.5.CivicsPD.2**

Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

*Liberty and Justice for All*

- Explain how the Statue of Liberty symbolizes the rights and responsibilities of citizenship.

*Law and Order*

- Explain the symbolism of the statue and symbol of Lady Justice.
- Describe the consequences of breaking different kinds of laws.

*Community Citizens: It's Your Home*

- Identify the characteristics of good citizenship.
- Describe ways that a person can make the community a better place.
- As a class, learn about an issue that currently affects individuals in our community. Develop a plan to learn about the problem, see it from different perspectives (businesses, scientists, advocates, elected officials, residents, and visitors). *Suggested topics include the health and safety of the water at the Round Valley and Spruce Run reservoirs, which often closes those parts to swimming and boating, and can affect drinking water in the area.* Through the written word or multimedia presentation, convey these concerns and solutions to local leaders in Lebanon and Hunterdon County.

*Citizen Heroes*

- Describe some initiatives started by children and teenagers. (I.e. food bank volunteers, community gardens to support the needy.)
- Explain why volunteering is part of being a good citizen.
- Utilize primary and secondary source documents to learn about individuals who are taking action on an important issue today. Students may select from climate change, civil rights, equality, or other appropriate areas with guidance from the teacher.

*Activities and Wrap-up*

- Explain why it is important to vote.
- Demonstrate understanding of the roles, rights, and responsibilities of citizens.

**Alternative**

- Students write a television commercial to encourage people to vote in the next election. Remind people why voting is important, who can vote, and to learn about the issues first.
- Cut out or print out magazine or newspaper articles that show people being good citizens. Use them to create a bulletin board showing "How Good Citizens Participate"

**Benchmark**

*Given 2-3 times per year (including September):*

- HMH Kids Discover Benchmark 3 Test

*Given before and after the unit:*

- 'Get Set To Read' (Identify true and false statements related to the key unit concepts)



<p><b>6.1.5.CivicsPI.1</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p><b>6.1.5.CivicsPI.2</b> Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p><b>6.1.5.CivicsPR.1</b> Compare procedures for making decisions in a variety of settings including classroom, school, government, and / or society.</p> <p><b>6.1.5.CivicsPR.3</b> Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p><b>6.1.5.HistoryCC.1</b> Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p><b>6.1.5.HistoryCC.2</b> Use a variety of sources to illustrate how the American</p>	<ul style="list-style-type: none"> <li>Identify and describe the character traits of good citizens.</li> <li><b>Key Terms:</b> citizen, rights, trial, courage, justice, responsibility, elect, jury, consequence, participate, volunteer</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - Students Celebrate Civics Day with Action video</p> <p><i>Read Alouds and Independent Reading</i></p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>Mumbet's Declaration of Independence by Gretchen Woelfle;</li> <li>Harriet Tubman's Escape : A Fly on the Wall History by Thomas Kingsley Troupe</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>Friends for Freedom: The Story of Susan B. Anthony &amp; Frederick Douglass by Suzanne Slade</li> <li>What's the Big Deal About Freedom by Ruby Shamir</li> <li>Emma's Poem: The Voice of the Statue of Liberty by Linda Glaser</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965 by Jonah Winter</li> <li>Separate Is Never Equal: Sylvia Mendez &amp; Her Family's Fight for Desegregation by Duncan Tonatiuh</li> </ul>	
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identity has evolved over time.

**6.1.5.HistoryCC.15**

Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

**6.1.5.HistorySE.2**

Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

**6.3.5.CivicsPD.2**

Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, local, or national issue.

**6.3.5.CivicsPD.3**

Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and elected officials.

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<b>Social Studies</b>		Grade 3
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	<b>Unit 2: Mapping Our World</b>	<b>Pacing: 3 weeks</b>
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<b>Essential Question</b>	<i>-How do we use maps to learn about the world around us?</i>	
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Standards	Knowledge/Skills	Evidence of Learning
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<p><b>6.1.5.EconEM.4</b> Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</p> <p><b>6.1.5.EconNM.4</b> Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p><b>6.1.5.GeoSV.1</b> Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one</p>	<p><i>Finding Your Location</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast general location and exact location.</li> <li>● Use maps to find locations.</li> <li>● Build vocabulary related to location.</li> <li>● Understand that maps can be used to show a planet, continent, country, state, county, town, street, or even a home or room.</li> </ul> <p><i>Maps and Globes</i></p> <ul style="list-style-type: none"> <li>● Describe a map and a globe and tell how they are used.</li> <li>● Compare and contrast a map with a photograph of the land it depicts.</li> </ul> <p><i>Reading Maps</i></p> <ul style="list-style-type: none"> <li>● Use map elements, such as a legend or key, to interpret the information on a map.</li> <li>● Use intermediate directions to tell someone how to get from one location to another.</li> </ul> <p><i>Dividing the Earth</i></p> <ul style="list-style-type: none"> <li>● Identify the equator, prime meridian, and lines of latitude and longitude.</li> <li>● Use a map grid and latitude and longitude to identify a location.</li> <li>● Use a city map and a political map and differentiate the sorts of information they provide.</li> </ul> <p><i>The World is Not Flat?</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast three common world map projections.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Class discussions and teacher observations</li> <li>● Post-article assessment questions (suggested prompts in teacher’s edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment: “Mapping Our World” (multiple choice, short answer, Sorting activity: relative location vs. absolute location, and response to the compelling question)</li> <li>● Vocabulary Crossword Puzzle: fill in the blank vocabulary activity.</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Students use digital and print maps to find the exact location of their community, and use a</li> </ul>
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<p>town to another town, to compare the number of people living at two or more locations).</p> <p><b>6.1.5.GeoHE.1</b> Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p> <p><b>6.1.5.GeoSV.2</b> Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p><b>6.1.5.GeoSV.3</b> Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p><b>6.1.5.GeoSV.4</b> Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g.,</p>	<ul style="list-style-type: none"> <li>● Discuss what each map emphasizes, both in terms of centrality and size of relative continents, oceans, and land masses.</li> </ul> <p><i>More Maps</i></p> <ul style="list-style-type: none"> <li>● Analyze and interpret information presented on various types of maps.</li> <li>● Compare a political map, population density map, and topographical map of a state and make inferences as to the ways the information can be taken together to draw conclusions that lend a sense of spatiality to the notions of socialization and movement over time.</li> </ul> <p><i>Maps of New Jersey</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast various maps of New Jersey (population density, topographical, transportation systems, etc) to assess how the land and its features affects people in our area and across the state.</li> </ul> <p><i>The Known World</i></p> <ul style="list-style-type: none"> <li>● Explain how maps have changed over time.</li> <li>● Compare world maps from different eras spanning 2,000 years.</li> <li>● Identify tools used by mapmakers, such as compasses, astronomy, and mathematical concepts.</li> </ul> <p><i>High-Tech Mapping</i></p> <ul style="list-style-type: none"> <li>● Explain how satellite technology and aerial imagery help mapmakers.</li> <li>● Identify how similar technology can be utilized to map the terrain of unknown places, including on other planets and moons.</li> </ul> <p><i>Activities and Wrap-up</i></p> <ul style="list-style-type: none"> <li>● Identify and compare the latitude and longitude of a community.</li> <li>● Create an atlas of maps.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Key terms:</b> location, globe, sphere, hemisphere, intermediate directions, latitude, longitude, equator, prime meridian, coordinates, absolute location, relative location, projection, population density, topography, atlas</li> </ul>	<p>variety of tools to locate other communities (or landmarks, features, etc.) around the world with the same latitude or longitude. Learn about these places and show what they may be like.</p> <ul style="list-style-type: none"> <li>● Create a miniature atlas of a community, crafting and/or finding maps that show topography, population, natural resources, important landmarks, and other relevant data. Compile them into an organized atlas that highlights what is special and unique about this community.</li> </ul> <p><b>Benchmark</b></p> <p><i>Given 2-3 times per year (including September):</i></p> <ul style="list-style-type: none"> <li>● HMH Kids Discover Benchmark 3 Test</li> </ul> <p><i>Given before and after the unit:</i></p> <ul style="list-style-type: none"> <li>● ‘Get Set To Read’ (Identify true and false statements related to the key unit concepts)</li> </ul>
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<p>maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p><b>6.1.5.GeoGI.2</b> Use historical maps to explain what led to the exploration of new water and land routes.</p>	<p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - National Geography Bee and Mapping Coral Reefs Videos</p> <p><i>Read Alouds and Independent Reading</i></p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>• Pete the Cat and the Treasure Map by James Dean</li> <li>• How I Learned Geography by Uri Shulevitz</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>• City Atlas: Travel the World with 30 City Maps by Georgia Cherry</li> <li>• Around the World: A Colorful Atlas for Kids by Anita Ganeri</li> <li>• Kids' Road Atlas, Rand McNally</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• The Scary Places Map Book: Seven Terrifying Tours by B. G. Henness</li> <li>• Where on Earth? The Ultimate Atlas of What's Where in the World; DK Children</li> </ul>	
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<b>Social Studies</b>		<b>Grade 3</b>
	<b>Unit 3: Settling the Land</b>	<b>Pacing: How Many Days/Weeks?</b>
<b>Essential Question</b>	<p><b><i>-What motivated people to immigrate to the United States?</i></b></p> <p><b><i>-What caused people to settle in different parts of North America?</i></b></p>	

Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.5.CivicsDP.2</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><b>6.1.5.CivicsDP.3</b> Describe the role of religious freedom and participatory government in various North American colonies.</p> <p><b>6.1.5.CivicsCM.5</b> Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.GeoGI.2</b> Use historical maps to explain what led to the exploration of new water</p>	<p><i>The First Communities</i></p> <ul style="list-style-type: none"> <li>● Explain the ways in which physical geography influenced Native American settlements.</li> <li>● Compare and contrast Native American settlements in different regions.</li> </ul> <p><i>New Jersey's Lenni Lenape</i></p> <ul style="list-style-type: none"> <li>● Identify the impact of settlement on the Lenni Lenape tribe in New Jersey.</li> </ul> <p><i>Europeans Arrive</i></p> <ul style="list-style-type: none"> <li>● Analyze the causes and effects of European contact with North America.</li> <li>● Identify the specific goals of the French, British, and Spanish and explorers sailing on their behalf.</li> <li>● Identify the institution of slavery and describe the many negative ways it impacted enslaved people, both throughout history as well as its legacy stretching to the present day.</li> <li>● Read "Escaping to America" by Rosalyn Schnazer, and discuss how America, and each of its communities, should strive to be a welcoming and safe place for all, especially those fleeing persecution and violence. Discuss ways that each person can treat others well and with dignity. <i>(See Holocaust Education, Appendix E, for more information and resources).</i></li> </ul> <p><i>Putting Down Roots</i></p> <ul style="list-style-type: none"> <li>● Describe the motivations behind settling in America.</li> <li>● Compare and contrast early North American settlements.</li> </ul> <p><i>In the British Colonies</i></p> <ul style="list-style-type: none"> <li>● Explain the significance of the 13 British colonies.</li> <li>● Sort the 13 colonies by region.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Class discussions and teacher observations</li> <li>● Post-article assessment questions (suggested prompts in teacher's edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment: "Settling the Land" (multiple choice, short answer, analyze a letter from a settler to his family, and response to the compelling question)</li> <li>● Word choice: fill in the blank vocabulary activity.</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Students work with classmates to make a scrapbook of the people of this community. Groups find out more about the first settlers and research why they came. Others work to understand and teach the impact each group has had.</li> <li>● Write a letter inviting a friend or relative to join you as an imaginary early settler in the colonies.</li> </ul>

<p>and land routes.</p> <p><b>6.1.5.GeoGI.3</b> Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p><b>6.1.5.GeoGI.4</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p><b>6.1.5.GeoPP.6</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p><b>6.1.5.GeoSV.1</b> Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p><b>6.1.5.GeoSV.5</b> Use geographic data to examine how the search for</p>	<p><i>Williamsburg, Virginia</i></p> <ul style="list-style-type: none"> <li>Describe an American city during colonial times.</li> </ul> <p><i>Founding a New Government</i></p> <ul style="list-style-type: none"> <li>Identify the causes behind the Revolutionary War.</li> <li>Assess the impact individuals from New Jersey, such as Governor Livingston, had on the state and the success of the Revolution.</li> </ul> <p><i>Settling the Frontier</i></p> <ul style="list-style-type: none"> <li>Describe the experiences of American settlers on the western frontier.</li> <li>Read a timeline with information about frontier settlements.</li> </ul> <p><i>America Continues to Grow</i></p> <ul style="list-style-type: none"> <li>Explain the ongoing role of immigrants in the United States.</li> <li>Investigate the arrival of ancestors to student's own community.</li> <li>Select a documentary from the Wing Luke Museum which highlights immigration from Asia and the Pacific Islands to the United States (<a href="http://curriculum.wingluke.org/?page_id=3662">http://curriculum.wingluke.org/?page_id=3662</a>) and highlight ways these cultures have positively influenced American values and our way of life. (See AAPI, Appendix E, for more information).</li> </ul> <p><i>Activities and Wrap-up</i></p> <ul style="list-style-type: none"> <li>Work together to research the local community's history.</li> <li>Write to describe the local community and reasons for settling there.</li> </ul> <ul style="list-style-type: none"> <li><b>Key terms:</b> settlement, explorer, convert, claim, missions, colony, plantation, revolution, interdependence, constitution, frontier, pioneer, homestead, transcontinental, boomtown, immigrant</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - St. Augustine, Florida turns 450 video</p> <p>Lenni Lenape Resources -</p>	<p>Describe good reasons to come and what life might be like.</p> <p><b>Benchmark</b></p> <p><i>Given 2-3 times per year (including September):</i></p> <ul style="list-style-type: none"> <li>HMH Kids Discover Benchmark 3 Test</li> </ul> <p><i>Given before and after the unit:</i></p> <ul style="list-style-type: none"> <li>'Get Set To Read' (Identify true and false statements related to the key unit concepts)</li> </ul>
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natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.

**6.1.5.HistoryCC.1**

Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

**6.1.5.HistoryCC.2**

Use a variety of sources to illustrate how the American identity has evolved over time.

**6.1.5.HistoryCC.3**

Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

**6.1.5.HistoryCC.4**

Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

**6.1.5.HistoryCC.5**

Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

Official tribe website and educational resources - <https://www.nltribalnation.org/>

Around and About NJ - The Lenape Indians, <https://www.youtube.com/watch?v=i5za3uuATbU>

*The People of Twelve Thousand Winters* by Trinka Hakes Noble (read aloud/informational text)

*Read Alouds and Independent Reading*

*Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

Basic:

- From Sea to Shining Sea by Callista Gingrich
- Voices from the Oregon Trail by Kay Winters
- The Story of Columbus by Anita Ganeri

On-Level:

- You Wouldn't Want to Be an American Colonist! by Jacqueline Morley
- A Picture Book of Lewis and Clark by David A. Adler
- Dandelions by Eve Bunting

Advanced:

- The Mayflower by Mark Greenwood
- Henry and the Cannons: An Extraordinary True Story of the American Revolution by Don Brow



**6.1.5.HistoryCC.6**

Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

**6.1.5.HistoryCC.7**

Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

**6.1.5.HistoryCC.8**

Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

**6.1.5.HistoryCC.9**

Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

**6.1.5.HistoryCC.10**

Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

**6.1.5.HistoryCC.12**

Determine the roles of religious freedom and

participatory government in various North American colonies.

**6.1.5.HistoryCC.14**

Compare the practice of slavery and indentured servitude in Colonial labor systems.

**6.1.5.HistoryCC.15**

Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

**6.1.5.HistorySE.1**

Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

**6.1.5.HistoryUP.1**

Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey

<p>and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p>		
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Social Studies		Grade 3
	Unit 4: Producers & Consumers	Pacing: How Many Days/Weeks?
Essential Questions	<p><i>-How do producers and consumers depend on each other?</i>  <i>-How do producers and consumers depend on resources?</i></p>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.5.CivicsPI.4</b> Describe the services our government provides the people in the community, state and across the United States.</p> <p><b>6.1.5.EconEM.2</b> Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p><b>6.1.5.EconEM.3</b> Describe how supply and demand influence price and output of products.</p>	<p><i>The Producers</i></p> <ul style="list-style-type: none"> <li>Define and give examples of producers.</li> <li>Explain how the production of certain goods has changed over time.</li> </ul> <p><i>Starting a Business</i></p> <ul style="list-style-type: none"> <li>Explain what an entrepreneur does.</li> <li>Identify some businesses in America.</li> </ul> <p><i>Supply and Demand</i></p> <ul style="list-style-type: none"> <li>Explain how America’s free-market system works.</li> <li>Demonstrate understanding of supply and demand.</li> <li>Follow along with two lemonade stands as their owners change prices to respond to market forces and their own supply.</li> </ul> <p><i>Use Your Resources</i></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of how goods are produced in a factory.</li> <li>Distinguish the differences between human, capital, and natural</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Class discussions and teacher observations</li> <li>Post-article assessment questions (suggested prompts in teacher’s edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment: “Producers and Consumers” (multiple choice, short answer, identify types of resources, and response to the compelling question)</li> <li>Word choice: fill in the blank vocabulary activity.</li> </ul>

**Social Studies**

Grade 3

**Unit 4: Producers & Consumers**

**Pacing:** How Many Days/Weeks?

**Essential Questions**

- How do producers and consumers depend on each other?
- How do producers and consumers depend on resources?

**Standards**

**Knowledge/Skills**

**Evidence of Learning**

**6.1.5.EconEM.4**

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

**6.1.5.EconEM.5**

Explain why individuals and societies trade, how trade functions, and the role of trade.

**6.1.5.EconET.1**

Identify positive and negative incentives that influence the decisions people make.

**6.1.5.EconET.2**

Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

**6.1.5.EconET.3**

Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

resources.

*Sacramento: America's Farm-to-Fork Capital*

- Describe the importance of a farmer's market and how it illustrates the concepts in the unit, particularly in Sacramento.

*Being a Consumer*

- Describe the role of consumer in an economy.
- Compare the differences between a consumer and a producer.

*Working Together*

- Understand the interdependence of businesses and the community.
- Identify self-sufficient businesses and people from the past.

*It's a Small World*

- Explain the significance of imports and exports to the economy.
- Analyze how transportation and communication technologies have impacted trade around the world.

*Activities and Wrap-up*

- Understand the ways local businesses contribute to the community.
- Research and compare the way technology has affected local businesses.
- Ask questions about and of local businesses.

- **Key terms:** producer, service, natural resource, free market,

**Alternative**

- With permission and guidance, interview a local business owner and inquire about their motivations for starting their own venture. Take notes and compare with others in the class.
- With adult guidance, write an email to a business owner whose business has been in business for a long time. Ask about how technology has changed the way the business does business, along with any advantages or drawbacks.

**Benchmark**

*Given 2-3 times per year (including September):*

- HMH Kids Discover Benchmark 3 Test

*Given before and after the unit:*

Social Studies		Grade 3
	<b>Unit 4: Producers &amp; Consumers</b>	<b>Pacing:</b> How Many Days/Weeks?
<b>Essential Questions</b>	<p><b>-How do producers and consumers depend on each other?</b>  <b>-How do producers and consumers depend on resources?</b></p>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.5.EconGE.1</b>            Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p><b>6.1.5.EconGE.2</b>            Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p><b>6.1.5.EconGE.4</b>            Compare and contrast how the availability of resources affects people across the world differently.</p> <p><b>6.1.5.EconNM.1</b>            Explain the ways in which the government pays for the goods and services it provides.</p> <p><b>6.1.5.EconNM.2</b>            Use data to describe how</p>	<p style="text-align: center;">competition, demand, supply, consumer, capital resource, human resource, self-sufficient, interdependent, import, export</p> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - "50 Jobs in 50 States" video            Lenni Lenape Resources -</p> <p><i>Read Alouds and Independent Reading</i></p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>● Pop's Bridge by Eve Bunting</li> <li>● Uncle Willie and the Soup Kitchen by Dyanne Disalvo-Ryan</li> <li>● How This Book Was Made by Mac Barnett;</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>● How Santa Really Works by Alan Snow</li> <li>● The Red Bicycle: The Extraordinary Story of One Ordinary Bicycle by Jude Isabella</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>● Prices! Prices! Prices! Why They Go Up and Down by David A. Adler</li> <li>● When the Bees Fly Home by Andrea Cheng</li> </ul>	<ul style="list-style-type: none"> <li>● 'Get Set To Read' (Identify true and false statements related to the key unit concepts)</li> </ul>

Social Studies

Grade 3

Unit 4: Producers & Consumers

Pacing: How Many Days/Weeks?

Essential Questions

- How do producers and consumers depend on each other?
- How do producers and consumers depend on resources?

Standards

Knowledge/Skills

Evidence of Learning

the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconNM.3

Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconNM.4

Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconNM.5

Explain how the availability of private and public goods and services is influenced by the government and the global economy.

6.1.5.EconNM.6

Examine the qualities of entrepreneurs in a capitalistic society.

6.1.5.EconNM.7

Social Studies

Grade 3

Unit 4: Producers & Consumers

Pacing: How Many Days/Weeks?

Essential Questions

- How do producers and consumers depend on each other?
- How do producers and consumers depend on resources?

Standards

Knowledge/Skills

Evidence of Learning

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

6.1.5.GeoSV.1

Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.HistoryUP.7

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

**Core Instructional Materials and Resources :**

Into Social Studies, Grade 3 Curriculum, Houghton-Mifflin (Consumable magazines for each unit. Magazines begin with an overview of the topic before delving into specific details and main ideas. Primary sources such as quotations, historical documents, artifacts and photographs and contemporary paintings are found throughout the text. Students and teachers have online access including additional digital features embedded within the text.)

**Supplemental Materials and Resources:**

-Picture books and read-alouds (suggested titles listed in teachers edition along with each unit). Refer to individual units for supplementary texts and materials. *Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

## Interactive Learning Websites:

- Brainpop Brainpop Junior website, offering videos, activities, quizzes, and prompts for class discussions.
- Epic Books and RAZ Kids (fiction and nonfiction texts and supplemental activities for learners of all reading levels on a host of social studies and interdisciplinary content).

Resources suggested by the New Jersey Amistad Commission for Primary Grades

(<https://www.nj.gov/education/amistad/docs/Literacy%20Components%20for%20Primary%20Grades.pdf>)

Resources suggested by the New Jersey Holocaust Commission (<https://www.nj.gov/education/holocaust/curr/materials/>)

Resources from the Wing Luke Museum on Asian and Pacific Islander to support teaching in related concepts in an elementary setting, as suggested by the NJ Department of Education: [http://curriculum.wingluke.org/?page\\_id=2765](http://curriculum.wingluke.org/?page_id=2765)

Videos and websites linked through the Into Social Studies online platform.

**Primary Sources**

The student magazines in the Grade Three Into Social program offer students the opportunity to see, learn from, and engage with many primary sources. These include photographs (historical and modern day), paintings, quotations from significant people in history, maps, artifacts, poems, stories, and myths. In addition, the program's Primary Source Database (<https://hmhfyi.com/3-5/grades/grade-3/>) catalogs numerous books,



videos, and interactive materials that take students directly to the source of the content they are learning about and lets them see these ideas presented in real life.

## Appendix B

## Technology Integration

Grade 3

*The Into Social Studies curriculum provides students with an online component, where they can read and listen to their texts, manipulate and click on text features in an interactive interface, and, with teacher support, take unit assessments online.*

*The importance of technology and innovation in everyday life is a recurring theme throughout the materials, and students can see how improvements to technology have enhanced its capabilities and made many tasks easier and more efficient.*

### **Standards and Activities:**

**8.1.5.DA.4:** *Organize and present climate change data visually to highlight relationships or support a claim.*

**8.1.5.IC.1:** *Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.*

Activity: Students learn about many businesses that have been established that offer new technologies that have made life in the 21st century simpler and given us rapid access to information, goods, and services.

**8.2.5.ED.2:** *Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.*

Activity: Engage with the community, including experts and elected officials, to work towards solving a problem that affects this community (Role of Citizens Unit, suggested possible topic: pollution and other factors that affect the Round Valley and Spruce Run Reservoirs)

**8.2.5.ITH.4:** Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Activity: Students describe tools and technologies that make businesses operate more efficiently and meet a greater range of consumer needs in the study of the diverse and interconnected American economy.

**8.2.5.NT.2:** Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

Activity: In the Producers and Consumers unit, students learn that businesses are constantly trying to meet demand by supplying products and services that meet the needs of their potential customers. Students identify examples from modern history and in their own lives.

**Appendix C**

**Interdisciplinary Connections**

Grade 3

**Science**

*Unit 1 - Role of Citizens*

**3-LS2-1** Construct an argument that some animals form groups that help members survive.

As students learn about the ways that individuals and groups come together in our communities to support, assist, and learn from one another, they make connections to their unit on animal groups that work together for the betterment and survival of all.

*Unit 2 - Mapping Our World*

**3-ESS2-1** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

**3-ESS2-2** Obtain and combine information to describe climates in different regions of the world.

Students analyze weather maps (including maps generated using high-tech and digital tools) to demonstrate the role that weather has on our lives here in New Jersey. They will look at other maps around the world to see how other parts of the nation and world are affected by their weather patterns.

*Unit 3 - Settling the Land*

**3-LS4-3** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

**3-LS4-4** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Students consider the climates in different regions of the country and how they affected the resources (plant and animal life) that they had available to them. Students describe how the features of various living things make them well-suited to their environment and consider what can happen when climate changes.

*Unit 4 - Producers and Consumers*

**3-5-ETS1-1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

**3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

As they learn about the important work farmers do and the resources they provide, students consider some of the newer technologies they have at their disposal. Among these are aerial photography, which is increasingly possible due to planes, helicopters, and especially small drones. Students will research the costs and benefits of these technologies and determine what would be best for farmers in surveying their land and assessing their yield.

**Math**

*Unit 2 - Mapping Our World*

**3.MD.C.5.** Recognize area as an attribute of plane figures and understand concepts of area measurement.

Students work with two-dimensional and three-dimensional maps and globes and compare how to use them to find places on Earth. Students learn and practice key terms related to 2D and 3D shapes, including sphere, circle, hemisphere, and area. Students look for other examples of maps and globes throughout this and other units.

*Unit 3 - Settling the Land*

*Unit 4 - Producers and Consumers*

**3.MD.B.3.** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.

Students read and interpret a bar graph depicting the population of the colonies at different points. They transfer this data onto a larger graph and research to find the population in subsequent years. They work to design a scale and key that makes the data easier for others to work with and understand.

**3.OA.D** Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Students see examples of the finances involved with running a business and compute the answers to word problems. They use the operations to calculate profit, price, earnings per unit, and other business figures.

## English Language Arts

*The Into Social Studies materials are infused with explicit, meaningful opportunities for reading and language instruction. Students are regularly asked to describe what they see in illustrations and photographs and to provide details that support the main idea of each short magazine article. In each unit, each child receives a booklet/magazine replete with text features such as headings, charts, and graphs. The articles in each unit expose students to informational text organized in a variety of ways: problem/solution, compare/contrast, descriptive, and chronological writing. Teacher selected supplemental texts offer students exposure to social studies concepts in the form of informational texts and fictional stories.*

*Lessons give students the opportunity to express themselves and share what they have learned through writing and orally as a part of class discussions. Drawing on information from the text, along with personal experiences, is a skill woven throughout all of the Third Grade units, including reading skills activities and lessons at the end of most units.*

*Additionally, each unit contains several content-specific vocabulary words and key phrases. Students and teachers are provided with materials to sort and map words to show how they link together and back to the unit's main topic and essential questions.*

### Unit 1 - The Role of Citizens

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

**SL.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Focus skill: **Main idea and details.** Students are asked to find the main idea and details that support the main idea across many of the articles (lessons in this unit). Teachers ask prompting questions to help students identify the main idea and supporting details. For

### Unit 2 - Mapping Our World

**RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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

**W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations,

<p><i>example, students analyze a photo of the Statue of Liberty and point out details that support what they have learned about the landmark's symbolism.</i></p>	<p><i>diagrams, captions) when useful to support comprehension.</i></p> <p>Focus skill: <b>Text and Graphic Features.</b> This unit focuses on maps and geography, so students will begin by learning the important features found on many maps. From there, students identify a range of text features and answer questions about what they add for the reader, how they convey and organize information, and why the author chose to include them. <i>For example: Use captions and map key/legend to analyze different maps of Texas and identify what is shown and what it teaches us about the state.</i></p>
<p><i>Unit 3 - Settling the Land</i></p> <p><b>RI.3.3.</b> <i>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</i></p> <p>Focus skill: <b>Sequencing.</b> Many of the lessons in this unit cover history topics for which sequence is a key component. The way in which the land was settled and the groups of migrants that came from Europe and Africa is a central thread running through the unit, and the teacher's guide offers many prompts and activities to support this skill for students achieving at all levels. <i>For example: Students create a graphic organizer to list the order that the events leading to the American Revolution took place. They use these to prepare a piece of writing or visual display, using transition words and a chronological text structure.</i></p>	<p><i>Unit 4 - Producers and Consumers</i></p> <p><b>NJSLSA.R2.</b> <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p> <p>Focus skill: <b>Summarizing.</b> Throughout the unit, students are given details from which they are asked to make a generalization, or summary, of the most important information. By synthesizing facts and ideas from within, and across, different lessons, students should become adept at pinpointing and restating last ideas. <i>For example: Use facts from an infographic to summarize that almond farms rely on a number of different workers to operate, and that the industry offers lots of different kinds of jobs.</i></p>

Appendix D Career Education Integration Grade 3	
Standards	Activities
9.2.5.CAP.1: Evaluate personal	<ul style="list-style-type: none"> <li>Students will name and research jobs that can allow them to practice their own interests.</li> </ul>

likes and dislikes and identify careers that might be suited to personal likes.

**9.2.5.CAP.2:** Identify how you might like to earn an income.

**9.2.5.CAP.7:** Identify factors to consider before starting a business.

**9.2.5.CAP.8:** Identify risks that individuals and households face.

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

**9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

**9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community

**9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

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

- Students will discuss the different careers and responsibilities of government officials.
- During the Role of a Citizen unit, students will have a greater understanding of the role of the United States government. They will have a discussion about ways they can be responsible and active citizens.
- In the Role of a Citizen and Producers and Consumers units, students will look at how government regulates and encourages the free market, allowing for all kinds of people and businesses to thrive.
- Students will reflect on why people in their own lives work, and what motivates them to strive for career goals.
- Students learn about people throughout history who have pursued their own interests in their line of work, and link them to people in their own lives who have a career that interests and motivates them.

#### Treps

- TREP\$ is a 6 week educational program which empowers children by providing an engaging project-based learning experience which creatively integrates entrepreneurship education with the authentic opportunity to apply business, academic, and life skills. The benefits of teaching entrepreneurship using TREP\$ are far-reaching. Children who participate in TREP\$ provides a feeling of empowerment and confidence that comes with starting a business. During the workshops, the classroom takes on a professional environment as students are encouraged to develop leadership skills, practice critical thinking, solve problems creatively, demonstrate economic concepts, become risk takers, learn from the business community, and begin planning their own businesses. TREP\$ is a situation where it is possible for all students to succeed. TREP\$ rewards those students with passion, determination, and a strong work ethic to become entrepreneurs.

When economic topics or business matters are addressed in social studies, whether contemporary or historical, students will be encouraged to consider the costs and benefits of certain actions and thinking in terms of their own TREP\$ venture when analyzing others' decision making and outcomes.

#### Careers Discussed

**Unit 1** - mayor, police officer, firefighter, teacher, engineering and public works, military

**Unit 2** - mapmaker, geologist, pilot, graphic designer, technology field

**Unit 3** - farmer, merchant, navigator and sailor, craftsman

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

**Unit 4** - business leader, service industry and hospitality, banking industry (among many other fields that produce products and services Americans rely on)

## Appendix E

## Additional Instructional Requirements

Grade 3

### **Amistad**

The Into Social Studies Third Grade program introduces students to African Americans who fought for equal rights in the face of discrimination. Students learn about the life and work of Martin Luther King, Jr., Frederick Douglas, and Harriet Tubman, who fought and risked their lives to earn liberty and freedom for African Americans. Direct quotes from each of these individuals underscores their commitment to the values of equality and the struggles they overcame in becoming iconic heroes of the civil rights movement.

They are also taught about, in an age-appropriate way, about the reality of the slave trade and the ways that enslaved people were treated cruelly and unfairly and that the legacy that this leaves continues on for many in our country. Teachers can access free, age-appropriate resources offered by the New Jersey Amistad Commission through their website, at <http://www.njamistadcurriculum.net/>.

### **Holocaust**

The Into Social Studies Third Grade curriculum emphasizes the importance of communities coming together and highlights the ways that all people are unique. Students learn about individuals from history who have stood up on behalf of themselves who were being treated unfairly. Teachers should review the resources provided by the New Jersey Holocaust Commission to find resources that emphasize standing up against intolerance and hatred and utilize them in teachable moments throughout social studies instruction: <https://www.nj.gov/education/holocaust/curr/materials/>.

One such resource is the story “Escaping to America” by Rosalyn Schnazer, detailing a family’s flight from a once-idyllic life in Europe, through a series of harrowing obstacles, to the start of a new, but fundamentally changed, life in America.

### **Diversity, Inclusion, and Disabilities**

Teachers can find lessons and instructional materials that focus on diversity and inclusion through the New Jersey Department of Education’s website at <https://www.nj.gov/education/standards/dei/samples/index.shtml>. The ‘Settling the Land’ unit in particular focuses on how our nation was built upon a culture of immigration and of people coming together, even when this ideal has not always been fully realized. Teachers are

encouraged to review and utilize these resources on their own as well as incorporate them with relevant Into Social Studies units above.

**Asian American and Pacific Islander Heritage (AAPI)**

Instruction about the heritage and history of Asian Americans and Pacific Islanders is, along with other cultures, interwoven throughout the Into History materials. In addition, the Diversity, Inclusion, and Disabilities materials compiled by the New Jersey Department of Education are infused with materials relating to this important topic.

In particular, the Wing Luke Museum’s website, [http://curriculum.wingluke.org/?page\\_id=2765](http://curriculum.wingluke.org/?page_id=2765) offers online books, resources, and interactive exhibits appropriate for all grade levels. Teachers are encouraged to make use of these resources in planning and delivering classroom instruction in delivering AAPI-inclusive instruction.

In particular, the Wing Luke Museum has produced several short documentaries which highlight the history, impact, and occasional struggles of Asian Americans and Pacific Islanders. Teachers can review these programs and insert them in appropriate places in the curriculum. ([http://curriculum.wingluke.org/?page\\_id=3662](http://curriculum.wingluke.org/?page_id=3662)).

Appendix F	21st Century Skills	Grade 3
Standards	Activities	
<p><b>8.2.5.ITH.2:</b> Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.</p> <p><b>8.2.5.ITH.3:</b> Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.</p> <p><b>CRP11.</b> Use technology to enhance productivity.</p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and</p>	<ul style="list-style-type: none"> <li>● Students will use online resources to gather information about ways others have tried to stop climate change and the results of such tools.</li> <li>● Students will use Google Earth to quickly locate places on a map.</li> <li>● Students will identify ways that they can act as responsible citizens in the classroom, at school, and in their communities by contributing ways to make these places better for everyone.</li> <li>● Students will utilize online resources to learn more about a kind of map and describe the sort of information it contains and what that information demonstrates.</li> <li>● Students will use Google Slides to share their research findings with classmates.</li> <li>● Students will identify businesses built on or fundamentally enhanced by the introduction of computer</li> </ul>	



employee.

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

**CRP11.** Use technology to enhance productivity

**8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

**8.2.5.ITH.1:** Explain how societal needs and wants influence the development and function of a product and a system.

**8.2.5.ETW.1:** Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

technology.

- Students will explain how a business operates to get customers what they want and what they need.

## Grade 4 - Social Studies Pacing Guide

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
Unit 1: How Government Works	Unit 2: Regions of the United States Unit 3: Conservation and Climate	Unit 4: How Americans Live

Social Studies		Grade 4
	<b>Unit 1: How Government Works</b>	<b>Pacing: 3-4 weeks</b>
<b>Essential Question</b>	<b><i>-How does government work in the United States?</i></b>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.5.CivicsCM.2</b> Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.</p> <p><b>6.1.5.CivicsCM.3</b> Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p><b>6.1.5.CivicsCM.4</b> Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those</p>	<p><i>America's Democracy</i></p> <ul style="list-style-type: none"> <li>Describe how the Constitution allows each branch of government to limit the power of the other three branches.</li> <li>Analyze the opening words to the Constitution (the Preamble).</li> </ul> <p><i>The Executive Branch</i></p> <ul style="list-style-type: none"> <li>Describe the powers and responsibilities of the executive branch.</li> <li>Identify the president as the Head of State and leader of the executive branch and the role of the vice president.</li> <li>Consider ways to solve a budget problem.</li> </ul> <p><i>The Legislative Branch</i></p> <ul style="list-style-type: none"> <li>Describe the role of the legislative branch.</li> <li>Identify the role and composition of the House of Representatives and the Senate, including the role of committees working on nationwide issues.</li> <li>Identify the powers of Congress.</li> </ul> <p><i>The Judicial Branch</i></p> <ul style="list-style-type: none"> <li>Describe the functions and structure of the judicial branch.</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Class discussions and teacher observations</li> <li>Post-article assessment questions (suggested prompts in teacher's edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment: "How Government Works" (multiple choice, short answer, identify the branch of government table, and response to the compelling question)</li> <li>Word choice: fill in the blank vocabulary activity.</li> </ul>

<p>positions.</p> <p><b>6.1.5.CivicsCM.6</b> Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p> <p><b>6.1.5.CivicsDP.1</b> Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</p> <p><b>6.1.5.CivicsDP.2</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><b>6.1.5.CivicsHR.1</b> Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote,</p>	<ul style="list-style-type: none"> <li>● Identify the work done by and the composition of the Supreme Court.</li> <li>● Analyze a primary source (quotation of a Supreme Court justice) and explain how it relates to the role of the judicial branch and the courts.</li> </ul> <p><i>An American Symbol</i></p> <ul style="list-style-type: none"> <li>● Analyze how the Flag connects the United States to its history.</li> <li>● Research the government, laws, and political traditions of another country and compare them to the United States.</li> </ul> <p><i>State and Local Governments</i></p> <ul style="list-style-type: none"> <li>● Compare the needs of different municipalities.</li> <li>● Explain the differences between state and local governments and the Federal government.</li> <li>● Explore different government structures and bodies that exist in New Jersey and other states.</li> </ul> <p><i>Getting Elected</i></p> <ul style="list-style-type: none"> <li>● Analyze how the electoral college works to elect a president.</li> <li>● Discuss the importance of voter participation.</li> <li>● Identify and reflect upon the qualifications to be President of the United States.</li> </ul> <p><i>Rights and Responsibilities</i></p> <ul style="list-style-type: none"> <li>● Analyze the meaning of a quotation from Kennedy's inaugural address.</li> <li>● Explain the importance of voting in a democracy.</li> <li>● Summarize the requirements for naturalization (citizenship) in the United States.</li> </ul> <p><i>Activities and Wrap-up</i></p> <ul style="list-style-type: none"> <li>● Identify the sorts of things a president or other elected official needs to communicate to be elected.</li> <li>● Assess the role of the President's cabinet and how it serves Americans through the executive branch.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Key Terms:</b> direct democracy, separation of powers, representative democracy, veto, impeach, budget, bill, justice,</li> </ul>	<p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Students take on the role of a presidential candidate and write a speech that focuses on one issue they would like to make better.</li> <li>● Create material outlining the merits of the President's Cabinet. Discuss ways that the Cabinet members serve people by carrying out the work of the executive branch. Research and highlight the work done by various departments.</li> </ul> <p><b>Benchmark</b></p> <p><i>Given 2-3 times per year (including September):</i></p> <ul style="list-style-type: none"> <li>● HMH Kids Discover Benchmark 4 Test</li> </ul> <p><i>Given before and after the unit:</i></p> <ul style="list-style-type: none"> <li>● 'Get Set To Read' (Identify true and false statements related to the key unit concepts)</li> </ul>
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<p>and the right to due process).</p> <p><b>6.1.5.CivicsPD.1</b> Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p><b>6.1.5.CivicsPD.2</b> Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p> <p><b>6.1.5.CivicsPD.4</b> Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</p> <p><b>6.1.5.CivicsPI.3</b> Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p><b>6.1.5.CivicsPI.4</b> Describe the services our government provides the people in the community, state, and across the United States.</p>	<p>rule of law, municipal, electoral college, popular sovereignty, suffrage, civic virtue, naturalization</p> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resources- Videos:</p> <ul style="list-style-type: none"> <li>• Three Branches of Government Rap</li> <li>• Pop Quiz: How Do We Elect the President?</li> </ul> <p>Virtual Field Trips:</p> <ul style="list-style-type: none"> <li>• The U.S. Constitution</li> <li>• Women’s Suffrage in the United States</li> </ul> <p><i>Read Alouds and Independent Reading</i></p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit’s teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>• A More Perfect Union: The Story of Our Constitution by Betsy Maestro</li> <li>• Government in Your City or Town by Karen Kenney</li> <li>• State Government (Kids’ Guide to Government) by Ernestine Giesecke</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>• Vote! by Eileen Christelow</li> <li>• So You Want to Be President? by Judith St. George</li> <li>• O, Say Can You See? America’s Symbols, Landmarks, and Important Words by Sheila Keenan</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• Vote (DK Eyewitness Books) by Philip Steele;</li> <li>• TIME for Kids Presidents of the United States by the editors of TIME for Kids</li> </ul>	
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**6.1.5.CivicsPI.5**

Explain how government functions at the local, county, and state level.

**6.1.5.CivicsPI.6**

Distinguish the roles and responsibilities of the three branches of the national government.

**6.1.5.CivicsPI.7**

Explain how national and state governments share power in the federal system of government.

**6.1.5.CivicsPI.8**

Describe how the United States Constitution defines and limits the power of government.

**6.1.5.CivicsPI.9**

Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

**6.1.5.CivicsPR.1**

Compare procedures for making decisions in a variety of settings including classroom, school, government, and / or society.

**6.1.5.CivicsPR.2**

Describe the process by which immigrants can become United States citizens.

**6.1.5.CivicsPR.4**

Explain how policies are

<p>developed to address public problems.</p> <p><b>6.1.5.HistoryCC.15</b> Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p>		
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Social Studies		Grade 4
	Unit 2: Regions of the United States	Pacing: 5-6 Weeks
Essential Questions	<p><i>-What are the five geographic regions of the United States and what makes each one unique?</i></p> <p><i>-How have the culture and economy of the Northeast changed over time?</i></p> <p><i>-How do the landscape and culture of the Southeast vary?</i></p> <p><i>-How did the Midwest's landforms affect the growth of the region?</i></p> <p><i>-How have geography, climate, and politics affected the development of the Southwest?</i></p> <p><i>-What makes the West an exciting place to explore?</i></p>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.5.CivicsDP.2</b> Compare and contrast responses of individuals and groups, past and present, to violations of</p>	<p><b>All About Regions</b></p> <p><i>The Regions of the United States unit begins with all students learning about all aspects of the nation's five regions, including what makes an</i></p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Class discussions and teacher observations</li> <li>• Post-article assessment questions (suggested</li> </ul>

<p>fundamental rights (e.g., fairness, civil rights, human rights).</p> <p><b>6.1.5.CivicsDP.3</b> Describe the role of religious freedom and participatory government in various North American colonies.</p> <p><b>6.1.5.CivicsHR.2</b> Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</p> <p><b>6.1.5.EconEM.5</b> Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p><b>6.1.5.EconET.3</b> Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p><b>6.1.5.EconGE.2</b> Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in</p>	<p><i>area of land a region. This study includes a comprehensive look at the Northeast, Southeast, Midwest, Southwest, and West and highlights the most significant characteristics for which each is known and how each adds to the physical and cultural makeup of the United States of America.</i></p> <p><i>What's a Region?</i></p> <ul style="list-style-type: none"> <li>Identify four distinct types of regions (political, physical, economic, and cultural).</li> <li>Compare, using a map, the population densities across different areas in the United States.</li> </ul> <p><i>Regions Around the United States</i></p> <ul style="list-style-type: none"> <li>Identify the five geographic regions of the United States.</li> <li>Analyze how the U.S. shares similarities and differences with Canada and Mexico.</li> </ul> <p><i>Let's Explore the Northeast</i></p> <ul style="list-style-type: none"> <li>Identify the sequence of events that occurred in the history of the Northeast region.</li> <li>Explain the significance of Ellis Island's location to the growth of Northeastern cities.</li> <li>Identify the states that make up the Northeast.</li> </ul> <p><i>Let's Head Down to the Southeast</i></p> <ul style="list-style-type: none"> <li>Compare and contrast the Southeast with the Northeast.</li> <li>Identify the institution of slavery and describe the many negative ways it impacted enslaved people, both throughout history as well as its legacy stretching to the present day.</li> <li>Name the states that make up the Southeast.</li> </ul> <p><i>Welcome to the Boundary Waters</i></p> <ul style="list-style-type: none"> <li>Analyze a photograph and identify the features of the Boundary Waters separating the US and Canada.</li> </ul> <p><i>The Midwest: Tornadoes and Territories</i></p> <ul style="list-style-type: none"> <li>Identify states that make up the Midwest.</li> </ul>	<p>prompts in teacher's edition)</p> <ul style="list-style-type: none"> <li>Student research, inquiries, and questions about the geographic region they are studying in-depth.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment: "All About Regions" (multiple choice, short answer, identify the type of region indicated, and response to the compelling question)</li> <li>Word choice: fill in the blank vocabulary activity.</li> <li>Magazine Assessment, region of study individualized by student.</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Create a print of multimedia commercials depicting a region and the reasons that an individual should visit or make their home there.</li> <li>Students create a comparison of a region today vs. what it was like at a relevant point in the past, using a Venn diagram, creative story, or other appropriate method.</li> </ul> <p><b>Benchmark</b></p>
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<p>the world community.</p> <p><b>6.1.5.EconNE.2</b> Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</p> <p><b>6.1.5.EconNE.3</b> Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p><b>6.1.5.EconNE.7</b> Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>6.1.5.GeoGI.2</b> Use historical maps to explain what led to the exploration of new water and land routes.</p>	<ul style="list-style-type: none"> <li>Analyze how waterways helped spur the growth of the region.</li> <li>Explain how railroads contributed to the growth of Chicago and other Midwest cities.</li> <li>Describe the climate of the Midwest.</li> </ul> <p><i>The Southwest: Dams and Deserts</i></p> <ul style="list-style-type: none"> <li>Describe the variations in climate in the Southwest.</li> <li>Identify the Southwest states.</li> <li>Analyze a painting to understand the Trail of Tears and how it affected Native American groups at the time, and appreciate its legacy into the present day.</li> </ul> <p><i>Making Our Way West</i></p> <ul style="list-style-type: none"> <li>Compare and contrast the attractions industries in different parts of the West.</li> <li>Infer how the Lewis and Clark expedition led to the start of westward migration.</li> <li>Name the states that make up the America West.</li> </ul> <p><i>Activities</i></p> <ul style="list-style-type: none"> <li>Compare and contrast a region today with how it was in a different time period.</li> <li>Describe the merits of a region’s geography, and culture.</li> </ul> <p style="text-align: center;"><b>In-Depth Study</b></p> <p><i>Once students have a sound, well-rounded understanding of what a region is, as well as the significant characteristics of each of the five geographical regions that make up the United States, they will become ‘experts’ in a given region through an in-depth study.</i></p> <p><i>In groups, students will study a given region. They will utilize the Into Social Studies Grade 4 magazine as their foundational text, and, with the guidance of the teacher, find other print and digital resources to enhance and clarify their learning.</i></p>	<p><i>Given 2-3 times per year (including September):</i></p> <ul style="list-style-type: none"> <li>HMH Kids Discover Benchmark 4 Test</li> </ul> <p><i>Given before and after the unit:</i></p> <ul style="list-style-type: none"> <li>‘Get Set To Read’ (Identify true and false statements related to the key unit concepts)</li> </ul>
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**6.1.5.GeoGI.3**

Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

**6.1.5.GeoGI.4**

Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

**6.1.5.GeoHE.2**

Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

**6.1.5.GeoPP.1**

Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

**6.1.5.GeoPP.2**

Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United

*As experts in the field, students will create a presentation (skit, radio show, lecture, or other multi-sensory lesson) that teaches their peers key information and deepens their understanding of the main parts of the region. Points of emphasis should include:*

**The Northeast**

- The region’s geography, early people’s, and how it grew from colonies into the core of a new Nation.
- The characteristics and unique culture of New England and the Middle Atlantic States.
- The enormous growth of the region and the cultural heritage and economic importance of the Northeast today.

**The Southeast**

- The natural wonders of the region that characterize its physical diversity, along with the early settlement of the area.
- The unique characteristics and states that makeup the Atlantic Coast, the Gulf Coast, and the Inland South.
- The significance and legacy of slavery and segregation in the region, as well as the Civil Rights movement that formed in its wake.

**The Midwest**

- The geography of the region from the Great Plains to the Great Lakes, including the early people who lived there.
- The states and characteristics that make up the Northwest Territory and the Great Plains.
- The pioneer spirit of the region and the explosion of transportation and industry that remains vibrant into the present day.

**The Southwest**

- The early history of the Southwest, including how people in all times have adapted to its hot and dry climate.
- A focus on Texas and Oklahoma and the prevalence of city life in those states.
- Native Americans in the region, including the transition from Spanish rule towards statehood, spurred on by the abundance of natural resources.

<p>States.</p> <p><b>6.1.5.GeoPP.3</b> Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p><b>6.1.5.GeoPP.4</b> Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p><b>6.1.5.GeoPP.5</b> Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p><b>6.1.5.GeoSV.1</b> Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p><b>6.1.5.GeoSV.3</b> Demonstrate how to use digital geographic tools,</p>	<ul style="list-style-type: none"> <li>• New Mexico and Arizona, and how transportation and resources have grown the population in recent times.</li> </ul> <p><b>The West</b></p> <ul style="list-style-type: none"> <li>• The stunning geography and unique climate that has drawn Americans west for centuries.</li> <li>• Protecting and sharing the natural resources to assure people can continue to live in the West.</li> <li>• Characteristics of the Mountain states, on the Pacific Ocean, and in Hawaii and Alaska.</li> </ul> <p><i>Students will also research the effects of climate change in their region's weather, resources, economy, and ecosystem and include the ramifications and possible solutions in their notes and share them with the class and peers across the school.</i></p> <p><i>With support from the teacher, students take notes on key characteristics and important themes in each region and compare them to their own new region of expertise.</i></p> <p><b>Supplementary Resources and Texts</b></p> <p><i>**Note, see individual teacher guides for specific resources and texts on specific regions of the United States. Utilize the school library media center to curate a list of additional relevant titles and guides students can use.</i></p> <p>Digital Resources- Overview Videos:</p> <ul style="list-style-type: none"> <li>• Ohio and the West</li> <li>• How California Got Its Shape</li> </ul> <p><i>Read Alouds and Independent Reading</i></p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies</i></p>	
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maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

**6.1.5.HistoryCC.2**

Use a variety of sources to illustrate how the American identity has evolved over time.

**6.1.5.HistoryCC.5**

Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

**6.1.5.HistoryCC.6**

Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

**6.1.5.HistoryCC.12**

Determine the roles of religious freedom and participatory government in various North American colonies.

**6.1.5.HistoryCC.13**

Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

*concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

Basic:

- The 50 States: Explore the USA with 50 Fact-filled Maps by Gabrielle Balkan
- Thimble Summer by Elizabeth Enright

On-Level:

- United States by Region series by John Micklos, Jr.
- One Crazy Summer by Rita Williams-Garcia

Advanced:

- Brown Girl Dreaming by Jacqueline Woodson
- When You Reach Me by Rebecca Stead

<p><b>6.1.5.HistoryUP.4</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p><b>6.1.5.HistoryUP.6</b> Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p><b>6.3.5.CivicsPD.1</b> Develop an action plan that addresses issues related to climate change and share with school and/or community members.</p>		
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Social Studies		Grade 4
	Unit 3: Conservation and Climate	Pacing: 3 Weeks
Essential Questions	<p><i>-What things can we do to conserve our natural resources?</i>  <i>-How can we protect the planet for future generations?</i></p>	
Standards	Knowledge/Skills	Evidence of Learning
	<i>Our Natural Resources</i>	Formative

<p><b>6.1.5.CivicsPR.1</b> Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p><b>6.3.5.EconET.1</b> Investigate an economic issue that impacts children and propose a solution.</p> <p><b>6.1.5.EconET.2</b> Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p> <p><b>6.3.5.GeoGI.1</b> Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</p> <p><b>6.3.5.GeoHE.1</b> Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</p> <p><b>6.1.5.GeoHE.3</b> Analyze the effects of</p>	<ul style="list-style-type: none"> <li>● Identify Earth's natural resources and explain why air, topsoil, trees, and water are important.</li> <li>● Describe the effects pollution can have on certain resources and on people.</li> <li>● Discuss why and how everyone plays a role in the conservation of resources.</li> </ul> <p><i>Air</i></p> <ul style="list-style-type: none"> <li>● Identify sources of air pollution.</li> <li>● Evaluate alternative fuel and energy sources as solutions to air pollution.</li> </ul> <p><i>Water</i></p> <ul style="list-style-type: none"> <li>● Explain why water conservation is necessary, particularly in certain parts of the world.</li> <li>● Interpret information in a diagram of the water cycle.</li> <li>● Discuss ways to conserve water.</li> </ul> <p><i>Habitat Destruction</i></p> <ul style="list-style-type: none"> <li>● Explain the causes and effects of habitat destruction.</li> <li>● Draw conclusions about how actions would slow habitat destruction in the rainforest.</li> </ul> <p><i>Living Lands and Waters</i></p> <ul style="list-style-type: none"> <li>● Analyze photographs of people cleaning up the Mississippi River.</li> <li>● Discuss how people can make a huge difference in their communities.</li> </ul> <p><i>Trash: Landfills and Recycling</i></p> <ul style="list-style-type: none"> <li>● Analyze a diagram that explains how a landfill works.</li> <li>● Explain the benefits of recycling.</li> <li>● Discuss other ways to reduce the trash that builds up in a landfill.</li> </ul> <p><i>Your Carbon Footprint</i></p> <ul style="list-style-type: none"> <li>● Define a carbon footprint.</li> <li>● Identify the factors that add to a person's carbon footprint.</li> <li>● Discuss ways to reduce a carbon footprint.</li> </ul> <p><i>Sustainability</i></p>	<ul style="list-style-type: none"> <li>● Class discussions and teacher observations</li> <li>● Post-article assessment questions (suggested prompts in teacher's edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment: "Conservation" (multiple choice, short answer, identify the type of natural resource by its use, and response to the compelling question)</li> <li>● Word choice: fill in the blank vocabulary activity.</li> <li>● Magazine Assessment, region of study individualized by student.</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Research bamboo, a natural resource. Then, pitch products made from bamboo, using key concepts and citing key facts from the unit about why using renewable resources, rather than discarding them, is beneficial.</li> <li>● In a two-column chart, sort everyday foods by determining their carbon footprint. Use it to highlight the benefits of</li> </ul>
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<p>catastrophic environmental and technological events on human settlements and migration.</p> <p><b>6.3.5.CivicsPD.3</b> Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.</p>	<ul style="list-style-type: none"> <li>● Define sustainability.</li> <li>● Evaluate the sustainability of certain human activities.</li> </ul> <p><i>A Warming World</i></p> <ul style="list-style-type: none"> <li>● Explain the greenhouse effect.</li> <li>● Analyze causes and possible effects of global warming.</li> <li>● Explain how global warming, including rising sea levels, have and could continue to force large populations from their homes in search of safer land and more abundant resources.</li> </ul> <p><i>Activities and Wrap-up</i></p> <ul style="list-style-type: none"> <li>● Present a sales pitch to convince listeners of the advantages of buying products made from bamboo, which is a sustainable resource.</li> <li>● Create a chart comparing food with higher and lower carbon footprints.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Key Terms:</b> global warming, natural resource, conservation, mineral, renewable, nonrenewable, groundwater, pollinator, landfill, environment, carbon footprint, greenhouse effect, sustainability</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resources- Videos:</p> <ul style="list-style-type: none"> <li>● Wildlife Die Off</li> <li>● Sustainable Forestry</li> </ul> <p><i>Read Alouds and Independent Reading</i></p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>● Can We Save the Tiger? by Martin Jenkins</li> <li>● The Tragic Tale of the Great Auk by Jan Thornhill;</li> </ul>	<p>reducing an individual household's carbon footprint.</p> <p><b>Benchmark</b></p> <p><i>Given 2-3 times per year (including September):</i></p> <ul style="list-style-type: none"> <li>● HMH Kids Discover Benchmark 4 Test</li> </ul> <p><i>Given before and after the unit:</i></p> <ul style="list-style-type: none"> <li>● 'Get Set To Read' (Identify true and false statements related to the key unit concepts)</li> </ul>
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	<ul style="list-style-type: none"> <li>• The Mangrove Tree: Planting Trees to Feed Families by Susan L. Roth and Cindy Trumbore;</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>• Farmer Will Allen and the Growing Table by Jacqueline Briggs Martin</li> <li>• Untamed: The Wild Life of Jane Goodall by Anita Silver</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion by Loree Griffin Burns</li> <li>• The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer</li> </ul>	
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Social Studies		Grade 4
	<b>Unit 4: How Americans Live</b>	<b>Pacing: 3 Weeks</b>
<b>Essential Question</b>	<b><i>-What do we mean when we call ourselves Americans?</i></b>	
Standards	Knowledge/Skills	Evidence of Learning
<b>6.1.5.CivicsDP.1</b> Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g.,	<p><i>We the People</i></p> <ul style="list-style-type: none"> <li>• Describe the democratic principles that Americans value, including freedom and justice.</li> <li>• Identify patriotic symbols, monuments, and celebrations.</li> </ul> <p><i>A Land of Many Cultures</i></p> <ul style="list-style-type: none"> <li>• Analyze the experiences of people from numerous backgrounds in becoming Americans.</li> <li>• Explain how people from multiple ethnic and cultural groups have contributed to the American identity.</li> <li>• Select a documentary from the Wing Luke Museum which</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Class discussions and teacher observations</li> <li>• Post-article assessment questions (suggested prompts in teacher's edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Magazine assessment:</li> </ul>

<p>fairness, equality, common good).</p> <p><b>6.1.5.CivicsHR.1</b> Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <p><b>6.1.5.CivicsPD.1</b> Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p><b>6.1.5.CivicsPD.2</b> Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p> <p><b>6.1.5.CivicsPD.3</b> Explain how and why it is important that people from diverse cultures collaborate to find solutions to</p>	<p>highlights immigration from Asia and the Pacific Islands to the United States (<a href="http://curriculum.wingluke.org/?page_id=3662">http://curriculum.wingluke.org/?page_id=3662</a>) and highlight ways these cultures have positively influenced American values and our way of life. (See <i>AAPI, Appendix E, for more information</i>).</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>Where Americans Live</i></p> <ul style="list-style-type: none"> <li>• Describe how settlement patterns in the US have changed over time.</li> <li>• Identify major uses of America's land and natural resources.</li> </ul> <p><i>Symbols and Landmarks that Unite Us</i></p> <ul style="list-style-type: none"> <li>• Identify the major symbols that represent the US.</li> <li>• Describe the location and significance of several major American landmarks.</li> </ul> <p><i>Lady Liberty</i></p> <ul style="list-style-type: none"> <li>• Analyze the significance of the Statue of Liberty as a globally recognized symbol of the US.</li> <li>• Describe the symbolic importance of the Statue for generations of immigrants to the US.</li> <li>• Read <i>Barbed Wire Baseball</i> by Marissa Moss, and discuss ways that governments and people, even in nations that value freedom, can take away liberties and the basic dignity of others based on race, religion, or other factors. Discuss ways to proactively guard against mistreatment in our lives and communities. (See <i>Holocaust Education, Appendix E, for more information and resources</i>).</li> </ul> <p><i>The Role of American Citizens</i></p> <ul style="list-style-type: none"> <li>• Describe how the US Constitution guarantees rights to all citizens.</li> <li>• Analyze responsibilities that American citizens must meet.</li> </ul> <p><i>The United States Economy</i></p> <ul style="list-style-type: none"> <li>• Analyze America's free market economy and the role of the government in setting regulations.</li> </ul>	<p>"How Americans Live" (multiple choice, short answer, identify the principle types of human, natural, and capital resources, and response to the compelling question)</p> <ul style="list-style-type: none"> <li>• Word choice: fill in the blank vocabulary activity.</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Create a map of major landmarks across the United States, identify their significance, and link them to a key value of American society.</li> <li>• Write a series of diary entries as an immigrant from another country, reflecting on the rewards and challenges of the experience.</li> </ul> <p><b>Benchmark</b></p> <p><i>Given 2-3 times per year (including September):</i></p> <ul style="list-style-type: none"> <li>• HMH Kids Discover Benchmark 4 Test</li> </ul> <p><i>Given before and after the unit:</i></p> <ul style="list-style-type: none"> <li>• 'Get Set To Read' (Identify true and false statements related to the key unit)</li> </ul>
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<p>community, state, national, and global challenges.</p> <p><b>6.1.5.CivicsPI.2</b> Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p><b>6.1.5.CivicsPI.3</b> Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p><b>6.1.5.CivicsPI.8</b> Describe how the United States Constitution defines and limits the power of government.</p> <p><b>6.1.5.CivicsPR.1</b> Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p><b>6.1.5.GeoGI.1</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities,</p>	<ul style="list-style-type: none"> <li>Describe the different resources businesses use, and why they might engage in trade to get them.</li> <li>Explain how the law of supply and demand functions in a free market economy.</li> </ul> <p><i>A Diverse Economy</i></p> <ul style="list-style-type: none"> <li>Identify some of the many industries and economic sectors of the United States.</li> <li>Describe the way that economies around the world are linked to one another.</li> <li>Analyze the role of the US in the global economy, including trade, importing, and exporting.</li> </ul> <p><i>Activities and Wrap-up</i></p> <ul style="list-style-type: none"> <li>Draw on information to create a map of significant landmarks across the country.</li> <li>Demonstrate an understanding of the immigrant experience.</li> </ul> <ul style="list-style-type: none"> <li><b>Key terms:</b> culture, patriotism, immigrate, immigrant, population, rural, urban, suburb, majority rule, economy, profit, supply, demand, service industry, manufacturing</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p><i>**Note, see individual teacher guides for specific resources and texts on specific regions of the United States. Utilize the school library media center to curate a list of additional relevant titles and guides students can use.</i></p> <p>Digital Resources- Overview Videos:</p> <ul style="list-style-type: none"> <li>Mandatory Civics Tests?</li> <li>The Faces of America</li> </ul> <p>Virtual Field Trips:</p> <ul style="list-style-type: none"> <li>Celebrating America's Diversity</li> <li>Immigration and Cities</li> </ul>	<p>concepts</p>
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and regions.

**6.1.5.GeoPP.5**

Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

**6.1.5.GeoSV.1**

Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

**6.1.5.HistoryCC.2**

Use a variety of sources to illustrate how the American identity has evolved over time.

**6.1.5.HistoryCC.15**

Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the

*Read Alouds and Independent Reading*

*Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

Basic:

- Stone Bench in an Empty Park by Paul B. Janeczko
- Explore Natural Resources! With 25 Great Projects (Explore Your World) by Anita Yasuda

On-Level:

- DK Eyewitness Books: Economy by Johnny Acton and David Goldblatt
- National Geographic Kids United States Atlas by National Geographic;

Advanced:

- Liberty by Lynn Curlee
- In Defense of Liberty: The Story of America's Bill of Rights by Russell Freedman

United States Constitution,  
the Bill of Rights).

**6.1.5.HistorySE.2**

Construct an argument for  
the significant and enduring  
role of historical symbols,  
monuments, and holidays  
and how they affect the  
American identity.

**6.1.5.HistoryUP.7**

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

**Core Instructional Materials and Resources :**

Into Social Studies, Grade 4 Curriculum, Houghton-Mifflin (Consumable magazines for each unit. Magazines begin with an overview of the topic before delving into specific details and main ideas. Primary sources such as quotations, historical documents, artifacts and photographs and contemporary paintings are found throughout the text. Students and teachers have online access including additional digital features embedded within the text.)

**Supplemental Materials and Resources:**

-Picture books and read-alouds (suggested titles listed in teachers edition along with each unit). Refer to individual units for supplementary texts and materials. *Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

## Interactive Learning Websites:

- Brainpop Brainpop Junior website, offering videos, activities, quizzes, and prompts for class discussions.
- Epic Books and RAZ Kids (fiction and nonfiction texts and supplemental activities for learners of all reading levels on a host of social studies and interdisciplinary content).

Resources suggested by the New Jersey Amistad Commission for Primary Grades

(<https://www.nj.gov/education/amistad/docs/Literacy%20Components%20for%20Primary%20Grades.pdf>)

Resources suggested by the New Jersey Holocaust Commission (<https://www.nj.gov/education/holocaust/curr/materials/>)

Resources from the Wing Luke Museum on Asian and Pacific Islander to support teaching in related concepts in an elementary setting, as suggested by the NJ Department of Education: [http://curriculum.wingluke.org/?page\\_id=2765](http://curriculum.wingluke.org/?page_id=2765)

Videos and websites linked through the Into Social Studies online platform.

**Primary Sources**

The student magazines in the Grade Four Into Social program offer students the opportunity to see, learn from, and engage with many primary sources. These include photographs (historical and modern day), paintings, quotations from significant people in history, maps, poems, stories,

and myths. In addition, the program's Primary Source Database (<https://hmhfyi.com/3-5/grades/grade-4/>) catalogs numerous books, videos, and interactive materials that take students directly to the source of the content they are learning about and lets them see these ideas presented in real life.

## Technology Integration

## Grade 4

*The Into Social Studies curriculum provides students with an online component, where they can read and listen to their texts, manipulate and click on text features in an interactive interface, and, with teacher support, take unit assessments online.*

*The importance of technology and innovation in everyday life is a recurring theme throughout the materials, and students can see how improvements to technology have enhanced its capabilities and made many tasks easier and more efficient.*

### **Standards and Activities:**

**8.1.5.DA.1:** *Collect, organize, and display data in order to highlight relationships or support a claim.*

**8.1.5.DA.3:** *Organize and present collected data visually to communicate insights gained from different views of the data.*

Activities: Students chart weather patterns and temperatures in a given location to represent the effects of global warming on a particular community.

Students compare and contrast regions of the United States and create a visual model to show what they have in common and what sets them apart.

**8.1.5.IC.1:** *Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes*

Activity: Students are exposed to and utilize numerous high-tech maps that offer insights into the environmental, manmade, and ecological factors that influence particular communities.

**8.2.5.ITH.4:** *Describe a technology/tool that has made the way people live easier or has led to a new business or career.*

Activity: In the course of the Regions of the United States explorations, students encounter and describe technologies and tools that have affected their assigned regions. They explain how these tools and technologies have enhanced, altered, or eliminated certain ways of life and business in the region.

**8.2.5.ETW.1:** Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

**8.2.5.ETW.2:** Describe ways that various technologies are used to reduce improper use of resources.

**8.2.5.ETW.3:** Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

**8.2.5.ETW.4:** Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

**8.2.5.ETW.5:** Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

In the Conservation unit, students focus on the effects of technology and human progress on the natural world and resources. Activities include:

-Considering the merits and demerits of various potential solutions to pollution from automobiles, including using ethanol from crops, alternative power sources, and using ethanol from plant waste. Students weigh these pros and cons and argue for these or a different optimal solution.

-Observe the efforts taken to clean pollution and debris out of a small portion of the Mississippi River.

-Consider ways to reduce their carbon footprint, by choosing technologies and eating foods that have less impact on the environment, especially in ways they had not considered before.

-Explain how landfills and recycling work to get rid of waste, and brainstorm various ways to stop items from being needlessly thrown away.

## Appendix C

## Interdisciplinary Connections

Grade 4

### Science

*Unit 1 - How Government Works*

**3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

*Unit 2 - Regions of the United States*

**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

Students explore different ways that the Legislative and Executive branch work together to provide funding, along with experts (particularly in the fields of science) to solve problems – such as the effects of climate change and severe weather – in a way that is efficient, workable, and minimizes resources required from the taxpayers.

As students examine the effects of hurricanes on the Southeast region of the United States, they reexamine the effects of these storms and the ways engineers, leaders, and everyday people create buildings, cities, and infrastructure to minimize the impact of these storms.

***4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.***

Students use topographic maps to learn about and compare the distinct and common landforms found in different regions of the United States. They compare these to other maps (climate, population density, transportation) to learn about the effects of land features on how and where people tend to settle and how they live.

*Unit 3 - Conservation and Climate*

***4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.***

***4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.***

Students learn about the role that climate plays in our state, region, nation, and around the globe. Students can make a basic model of the oxygen cycle as they learn how the climate impacts the availability of different kinds of natural resources, such as trees and plants. This topic is also linked to the science concepts of energy and how plants and animals get what they need to survive. Students see how a changing climate can impact all sorts of living things, including humans.

*How Americans Live*

*Unit 1 - How Government Works*

**4.NF.B.4.** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

Students apply what they have learned about fractions to the different thresholds certain votes (and veto overrides) require in the House of Representatives and Senate (one-half, two-thirds, three-fifths).

Create a fraction out of the number of appeals the Supreme Court receives each year and the number of cases the justices actually agree to hear. Students build fraction knowledge and see just how challenging it is to have a case argued in front of the highest court in the land.

*Unit 2 - Regions of the United States*

**4.OA.A.2.** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

Students take data from their text book (and from additional research) about the amount of water the average person uses a day and use multiplication to determine how much water a given population (state, city, etc) uses. They discuss the impact of these figures on the Southwestern region.

*Unit 3 - Conservation and Climate*

**4.MD.A.** Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

As they learn about the conservation of water, and how communities get the water they need, students are given the chance to convert liquid units of measurement (gallons, cups, and ounces) and understand their relative size.

**4.MD.B.** Represent and interpret data

Students create bar graphs to assess the degrees of emissions of greenhouse gasses various modes of transportation create. The graphs serve as a visual model that underscores the relative low rates of emissions, for example, of bike riding, vs. riding a train or driving a personal vehicle.

*Unit 4 - How Americans Live*

**4.NF.B.4.** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

As students learn about the kinds of jobs Americans do, they encounter fractions that represent the most common careers people have. Use fraction knowledge to identify how many people, out of a group of 100, would work in a given job.

**English Language Arts**

*The Into Social Studies materials are infused with explicit, meaningful opportunities for reading and language instruction. Students are regularly asked to describe what they see in illustrations and photographs and to provide details that support the main idea of each short magazine article.*



*In each unit, each child receives a booklet/magazine replete with text features such as headings, charts, and graphs. The articles in each unit expose students to informational text organized in a variety of ways: problem/solution, compare/contrast, descriptive, and chronological writing. Teacher selected supplemental texts offer students exposure to social studies concepts in the form of informational texts and fictional stories.*

*Lessons give students the opportunity to express themselves and share what they have learned through writing and orally as a part of class discussions. Drawing on information from the text, along with personal experiences, is a skill woven throughout all of the Fourth Grade units, including reading skills activities and lessons at the end of most units.*

*Additionally, each unit contains several content-specific vocabulary words and key phrases. Students and teachers are provided with materials to sort and map words to show how they link together and back to the unit's main topic and essential questions.*

*Unit 1 - How Government Works*

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

**SL.4.4.** *Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*

Focus skill: **Main idea and details.** This unit offers many opportunities for students to determine main ideas based on multiple details in the text. Students learn that writers often use signal words and phrases such as *for example* and *for instance* to indicate that they are offering details that support a larger idea of how government works to support citizens and uphold the law. *For example: Students find details that support the main idea that the majority and minority leaders of the Senate handle most of their important day-to-day business.*

*Unit 3 - Conservation and Climate*

**NJSLSA.R1.** *Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

*Unit 2 - Regions of the United States*

**RI.4.5.** *Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.*

Focus skill: **Compare and contrast.** This unit offers many opportunities for students to compare and contrast different regions and their features based on multiple details in the text. They learn to look for signal words like *as while, instead of, and unlike* to compare and contrast ideas. *For example: Students create a chart that highlights similarities and differences between the United States, Canada, and Mexico.*

*Unit 4 - How Americans Live*

**RI.4.5.** *Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.*

Focus skill: **Cause and effect.** This unit offers students multiple

Focus skill: **Drawing conclusions.** This unit offers many opportunities for students to draw conclusions about ways to conserve our natural resources, stem the effects of climate change, and the consequences of inaction to protect the environment. *For example: Students take facts about making books to draw the conclusion that reading more digital books and newspapers – or making books from other materials – could make reading more sustainable.*

opportunities to identify cause-effect relationships among the many factors that have shaped this country. Students learn to look for signal words (like *so, in turn, as a result*) to be ready for cause and effect relationships about the way different cultures, kinds of economic activity come together to create an American identity. *For example: Students keep a chart as they read and learn during the unit. They will write facts and ideas they learned and what they are thinking about it, underscoring the cause and effect relationship in a meaningful way.*

Appendix D		Career Education Integration	Grade 4
Standards	Activities		
<p><b>9.2.4.A.2</b> Identify various life roles and civic and work-related activities in the school, home, and community</p> <p><b>9.2.4.A.1</b> Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p><b>9.2.4.A.3</b> Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p><b>9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p>	<ul style="list-style-type: none"> <li>• Students will discuss the different careers and responsibilities of government officials.</li> <li>• Students will name and research jobs that can allow them to practice their own interests.</li> <li>• Students will reflect on why people in their own lives work, and what motivates them to strive for career goals.</li> <li>• Students learn about people throughout history who have pursued their own interests in their line of work, and link them to people in their own lives who have a career that interests and motivates them.</li> </ul>	<p>Treps</p> <ul style="list-style-type: none"> <li>• TREP\$ is a 6 week educational program which empowers children by providing an engaging project-based learning experience which creatively integrates entrepreneurship education with the authentic opportunity to apply business, academic, and life skills. The benefits of teaching entrepreneurship using TREP\$ are far-reaching. Children who participate in TREP\$ provides a feeling of empowerment and confidence that comes with starting a business. During the workshops, the classroom takes on a professional environment as students are encouraged to develop leadership skills, practice critical thinking, solve problems creatively, demonstrate economic concepts, become risk takers, learn from the business community, and begin planning their own businesses. TREP\$ is a situation where it is possible for all students to succeed. TREP\$ rewards those students with passion, determination, and a strong work ethic to become entrepreneurs.</li> </ul>	

<p><b>9.2.5.CAP.2:</b> Identify how you might like to earn an income.</p> <p><b>9.2.5.CAP.7:</b> Identify factors to consider before starting a business.</p> <p><b>9.2.5.CAP.8:</b> Identify risks that individuals and households face.</p> <p><b>9.1.5.CR.1:</b> Compare various ways to give back and relate them to your strengths, interests, and other personal factors</p>	<p>When economic topics or business matters are addressed in social studies, whether contemporary or historical, students will be encouraged to consider the costs and benefits of certain actions and thinking in terms of their own TREP\$ venture when analyzing others' decision making and outcomes.</p> <p><b>Careers Discussed</b></p> <p><b>Unit 1</b> - politician, diplomat, governor, mayor, town administrator, civil servant  <b>Unit 2</b> - cartographer, geologist, engineer, business owner, tour guide, farmer, factory technician, historian  <b>Unit 3</b> - climatologist, the nonprofit sector, meteorologist, civil engineer, waste management  <b>Unit 4</b> - entrepreneur, salesperson, chef, shopkeeper, museum curator</p>
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<b>Appendix E</b>	<b>Additional Instructional Requirements</b>	<b>Grade 4</b>
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**Amistad**

The Into Social Studies Fourth Grade program introduces students to African Americans who fought for equal rights in the face of discrimination.

They are also taught about, in an age-appropriate way, about the reality of the slave trade and the ways that enslaved people were treated cruelly and unfairly and that the legacy that this leaves continues on for many in our country. In all segments of the Regions of the United States unit, but particularly in the sections that focus on the South, the lasting impact of slavery is chronicled.

Teachers can access free, age-appropriate resources offered by the New Jersey Amistad Commission through their website, at <http://www.njamistadcurriculum.net/>.

**Holocaust**

The Into Social Studies Fourth Grade curriculum emphasizes the importance of communities coming together and highlights the ways that all people are unique. Students learn about individuals from history who have stood up on behalf of themselves who were being treated unfairly. Teachers should review the resources provided by the New Jersey Holocaust Commission to find resources that emphasize standing up against intolerance and hatred and utilize them in teachable moments throughout social studies instruction:

<https://www.nj.gov/education/holocaust/curr/materials/>.

One such resource is the story “Barbed Wire Baseball” by Marissa Moss, detailing a baseball league that formed behind the fences of a Japanese American internment camp during World War II.

### **Diversity, Inclusion, and Disabilities**

Teachers can find lessons and instructional materials that focus on diversity and inclusion through the New Jersey Department of Education’s website at <https://www.nj.gov/education/standards/dei/samples/index.shtml>. The ‘How Government Works’ unit emphasizes that there the government has enacted laws that ensure that all people have an opportunity to thrive in this country. Students learn that every American enjoys equal rights and that we are a stronger country when we come together. Teachers are encouraged to review and utilize these resources on their own as well as incorporate them with relevant Into Social Studies units above.

### **Asian American and Pacific Islander Heritage (AAPI)**

Instruction about the heritage and history of Asian Americans and Pacific Islanders is, along with other cultures, interwoven throughout the Into History materials. In addition, the Diversity, Inclusion, and Disabilities materials compiled by the New Jersey Department of Education are infused with materials relating to this important topic.

In particular, the Wing Luke Museum’s website, [http://curriculum.wingluke.org/?page\\_id=2765](http://curriculum.wingluke.org/?page_id=2765) offers online books, resources, and interactive exhibits appropriate for all grade levels. Teachers are encouraged to make use of these resources in planning and delivering classroom instruction in delivering AAPI-inclusive instruction.

In particular, the Wing Luke Museum has produced several short documentaries which highlight the history, impact, and occasional struggles of Asian Americans and Pacific Islanders. Teachers can review these programs and insert them in appropriate places in the curriculum. ([http://curriculum.wingluke.org/?page\\_id=3662](http://curriculum.wingluke.org/?page_id=3662)).

Appendix F		21st Century Skills	Grade 4
Standards	Activities		
8.2.5.ITH.2: Evaluate how well a new tool has met its intended			

purpose and identify any shortcomings it might have.

**8.2.5.ITH.3:** Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

**CRP11.** Use technology to enhance productivity.

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

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

**CRP11.** Use technology to enhance productivity

**8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

**8.2.5.ITH.1:** Explain how societal needs and wants influence the development and function of a product and a system.

**8.2.5.ETW.1:** Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

- Students will use online resources to gather information about ways others have tried to stop climate change and the results of such tools.
- Students will use Google Earth to quickly locate places on a map.
- Students will identify ways that they can act as responsible citizens in the classroom, at school, and in their communities by contributing ways to make these places better for everyone.
- Students will utilize online resources to research information about the features and significance of their region of study to its people and to America as a whole.
- Students will use Google Slides to share their research findings with classmates.
- Students will share ways that computing technologies have impacted the ways that people of different cultures share information both across long distances as well as with people of other cultures.
- Students will explain how the infrastructure in a region of the United States reflects the needs of the people who live there.
- Students will identify common jobs held by people in a region of the United States and identify what resources (human, natural, tools, etc) they use to contribute to their community and world.

## Grade 5 - Social Studies Pacing Guide

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
Unit 1: Exploring the Americas  Unit 2: Native Americans <ul style="list-style-type: none"> <li>(Part 1: America Before 1492)</li> </ul>	Unit 2: Native Americans <ul style="list-style-type: none"> <li>(Part 2: Research Project)</li> </ul> Unit 3: The 13 Colonies	Unit 4: The Bill of Rights and the Civil Rights Movement

### Social Studies

Grade 5

	Unit 1: Exploring the Americas	Pacing: 3-4 Weeks
<b>Essential Questions</b>	-What aims did the European explorers have in journeying to the New World? -What challenges did European explorers face in the New World?	
Standards	Knowledge/Skills	Evidence of Learning
<b>6.1.5.EconGE.3</b> Use economic data to explain how trade leads to increasing economic interdependence among nations.  <b>6.1.5.EconGE.5</b> Evaluate the economic impact of science and technology innovations on European exploration.	<i>The Backstory</i> <ul style="list-style-type: none"> <li>Describe travel and trade in Europe prior to the Age of Exploration.</li> <li>Identify the goals of early European explorers.</li> </ul> <i>The Technology</i> <ul style="list-style-type: none"> <li>Describe how improvements in technology contributed to exploration.</li> <li>Explain the impact of the printing press.</li> </ul> <i>Early Exploration</i> <ul style="list-style-type: none"> <li>Describe the aims, obstacles, and accomplishments of early explorers.</li> <li>Compare the motives of different early explorers.</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Class discussions and teacher observations</li> <li>Post-article assessment questions (suggested prompts in teacher's edition)</li> </ul> <b>Summative</b> <ul style="list-style-type: none"> <li>Magazine assessment: "Exploring the Americas" (multiple choice, short answer, and response to the compelling question)</li> <li>Vocabulary matching</li> </ul>

<p><b>6.1.5.EconNE.3</b> Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p><b>6.1.5.GeoGI.2</b> Use historical maps to explain what led to the exploration of new water and land routes.</p> <p><b>6.1.5.GeoGI.4</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p><b>6.1.5.GeoHE.2</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p><b>6.1.5.GeoPP.3</b> Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p><b>6.1.5.GeoSV.5</b> Use geographic data to examine how the search for</p>	<p><i>Conquistadors and More</i></p> <ul style="list-style-type: none"> <li>Describe the aims of the conquistadors and the obstacles they faced.</li> <li>Explain the conquistador's achievements in the New World.</li> </ul> <p><i>Inside a Caravel</i></p> <ul style="list-style-type: none"> <li>Explain how the design of a caravel contributed to the Age of Exploration.</li> </ul> <p><i>Later Explorers</i></p> <ul style="list-style-type: none"> <li>Explain how the desire to discover a Northwest Passage drove explorers further West.</li> <li>Describe the obstacles explorers faced in their search for the Northwest Passage.</li> </ul> <p><i>Explorers at a Glance</i></p> <ul style="list-style-type: none"> <li>Describe hardships faced by explorers.</li> <li>Compare and contrast the routes of explorers to the New World and beyond.</li> </ul> <p><i>A Changing World</i></p> <ul style="list-style-type: none"> <li>Describe the Columbian Exchange and explain the positive and negative effects it had on the world.</li> <li>Explain the effects the explorers had on native peoples in North America.</li> <li>Explain the impact of the exchange on people in Africa.</li> <li>Identify the institution of slavery and describe the many negative ways it impacted enslaved people, both throughout history as well as its legacy stretching to the present day.</li> </ul> <p><i>Activities and Wrap-up</i></p> <ul style="list-style-type: none"> <li>Make connections in history to events before and after the Age of Exploration.</li> <li>Demonstrate understanding of the aims, obstacles, and achievements of European explorers.</li> </ul> <ul style="list-style-type: none"> <li><b>Key terms:</b> sponsor, expedition, navigation, entrepreneur, treaty,</li> </ul>	<p>activity.</p> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Create a small museum exhibit to highlight the work of a given explorer. Highlight the routes they took, tools they used, and reimagine artifacts they may have bought back from their journeys.</li> <li>Take turns with a partner interviewing an explorer, highlighting their discoveries and ambitions. Write an illustrated summary of what you learned.</li> </ul> <p><b>Benchmark</b></p> <p><i>Given 2-3 times per year (including September):</i></p> <ul style="list-style-type: none"> <li>HMH Kids Discover Benchmark 5 Test</li> </ul> <p><i>Given before and after the unit:</i></p> <ul style="list-style-type: none"> <li>'Get Set To Read' (Identify true and false statements related to the key unit concepts)</li> </ul>
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natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.

**6.1.5.HistoryCC.4**

Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

**6.1.5.HistoryCC.5**

Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

**6.1.5.HistoryCC.6**

Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

**6.1.5.HistoryCC.10**

Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

**6.1.5.HistorySE.1**

Examine multiple accounts of early European

reform, missionary, Northwest Passage, mutiny, ecosystem, Columbian Exchange, oral tradition

**Supplementary Resources and Texts**

Digital Resource -Ask History: Did Columbus Actually Discover America?

*Read Alouds and Independent Reading*

*Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

Basic:

- Explore with John Cabot by Cynthia O'Brien
- Who Was Ferdinand Magellan? by S. A. Kramer

On-Level:

- Hudson by Janice Weaver
- Morning Girl by Michael Dorris
- Pedro's Journal: A Voyage with Christopher Columbus, August 3, 1492 – February 14, 1493 by Pam Conrad

Advanced:

- The World Made New: Why the Age of Exploration Happened and How It Changed the World by Marc Aronson and John W. Glenn
- Jacques Cartier: Exploring the St. Lawrence River by Jennifer Lackey



<p>explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</p> <p><b>6.1.5.HistoryUP.1</b> Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p>		
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Social Studies		Grade 5
	Unit 2: Native Americans	Pacing: 4-5 Weeks
<p><b>Essential Questions</b></p>	<p><i>-In what ways did diverse natural environments affect the lives of Native North Americans?</i></p> <p><i>-What characteristics made the eastern woodland region able to support so many people?</i></p> <p><i>-How did geography, climate, and economic necessity affect the cultures and governments of Plains Indians groups?</i></p> <p><i>-How have the Southwest people expressed their culture in art, music, dance, religion, and storytelling?</i></p> <p><i>-How did communication, trade, and conflicts with outsiders change the lives and traditions of Northwest Coast peoples?</i></p>	

Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.5.CivicsPD.3</b> Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p><b>6.1.5.CivicsPR.3</b> Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p><b>6.1.5.CivicsPR.4</b> Explain how policies are developed to address public problems.</p> <p><b>6.1.5.EconEM.1</b> Explain why individuals and businesses specialize and trade.</p> <p><b>6.1.5.EconEM.2</b> Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p><b>6.1.5.EconGE.4</b> Compare and contrast how the availability of resources affects people across the world differently.</p>	<p style="text-align: center;"><b>America in 1492</b></p> <p><i>The America in Before 1492 of the unit begins with all students learning about all aspects of the continent's native peoples, including the various people living in four principal regions. This study includes a comprehensive look at the Northwest Coast, Eastern Woodland, Plains, and Southwest peoples and highlights the most significant characteristics for which each is known and how each adds to the cultural makeup of the United States of America before and after the arrival of European settlers.</i></p> <p><i>The First Americans</i></p> <ul style="list-style-type: none"> <li>● Describe ways of life in North America before the arrival of Columbus.</li> <li>● Explain the theories on the origins of the earliest people in North America.</li> </ul> <p><i>Sea People of the Pacific Northwest</i></p> <ul style="list-style-type: none"> <li>● Describe the ways of life of Native Americans of the Pacific Northwest.</li> <li>● Identify the locations of Makah settlements in 1492.</li> <li>● Select a documentary from the Wing Luke Museum which highlights immigration from Asia and the Pacific Islands to the United States (<a href="http://curriculum.wingluke.org/?page_id=3662">http://curriculum.wingluke.org/?page_id=3662</a>) and highlight ways these cultures have positively influenced American values and our way of life. (See AAPI, Appendix E, for more information).</li> </ul> <p><i>Peoples of the Desert Southwest</i></p> <ul style="list-style-type: none"> <li>● Describe the culture of the Native Americans of the Desert Southwest.</li> <li>● Identify the location of Hopi settlements in 1492.</li> </ul> <p><i>Farmers of the Great Plains</i></p> <ul style="list-style-type: none"> <li>● Describe the way of life of the American Indians of the Great</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Class discussions and teacher observations</li> <li>● Post-article assessment questions (suggested prompts in teacher's edition)</li> <li>● Student research, inquiries, and questions about the Native American peoples of a given region that they are studying in-depth.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Magazine assessment: "America 1492" (multiple choice, short answer, table of common family roles, and response to the compelling question)</li> <li>● Word choice: fill in the blank vocabulary activity.</li> <li>● Magazine Assessment, region of study individualized by student.</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Create a T chart to compare and contrast two different Native American groups. Use facts, details, examples, and elaboration in the report.</li> <li>● Write and illustrate a book for younger children to</li> </ul>

<p><b>6.1.5.GeoGI.2</b> Use historical maps to explain what led to the exploration of new water and land routes.</p> <p><b>6.1.5.GeoGI.4</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p><b>6.1.5.GeoPP.1</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p><b>6.1.5.GeoPP.2</b> Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p><b>6.1.5.GeoPP.3</b> Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p><b>6.1.5.GeoPP.5</b></p>	<p>Plains.</p> <ul style="list-style-type: none"> <li>Identify the location of the Mandan settlements in 1492.</li> </ul> <p><i>Wildlife in 1492</i></p> <ul style="list-style-type: none"> <li>Identify the wildlife of North America in 1492.</li> <li>Discuss the differences between domesticated and wild animals.</li> </ul> <p><i>Eastern Woodland Peoples</i></p> <ul style="list-style-type: none"> <li>Describe the culture and way of life of the Native Americans of the Eastern Woodlands.</li> <li>Identify the location of Iroquois settlements in 1492.</li> </ul> <p><i>Mound Builders of the Southeast</i></p> <ul style="list-style-type: none"> <li>Describe the culture and way of life of the Native Americans of the Southeast.</li> <li>Identify the location of Creek settlements in 1492.</li> </ul> <p><i>Clues to the Past</i></p> <ul style="list-style-type: none"> <li>Describe the methods scientists use to learn about the past.</li> <li>Analyze the role of storytelling in preserving Native American cultures.</li> </ul> <p><i>Activities and Wrap-up</i></p> <ul style="list-style-type: none"> <li>Compare and contrast Native American societies.</li> <li>Write an informational text about Native Americans.</li> </ul> <p style="text-align: center;"><b>In-Depth Study</b></p> <p><i>Once students have a sound, well-rounded understanding of the culture, accomplishments, and way of life of the Native Americans across North America, as well as the significant characteristics and contributions of each of native people in specific regions, students will work to become experts on a particular region.</i></p> <p><i>In groups, students will study a given region. They will utilize the relevant Into Social Studies Grade 5 magazine as their foundational text, and, with the guidance of the teacher, find other print and digital</i></p>	<p>teach the importance and characteristics of each Native American group.</p> <p><b>Benchmark</b></p> <p><i>Given 2-3 times per year (including September):</i></p> <ul style="list-style-type: none"> <li>HMH Kids Discover Benchmark 5 Test</li> </ul> <p><i>Given before and after the unit:</i></p> <ul style="list-style-type: none"> <li>'Get Set To Read' (Identify true and false statements related to the key unit concept)</li> </ul>
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Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

**6.1.5.GeoPP.6**

Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

**6.1.5.GeoSV.1**

Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

**6.1.5.GeoSV.2**

Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

**6.1.5.GeoSV.3**

Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and

*resources to enhance and clarify their learning.*

*As experts in the field, students will create a presentation (skit, radio show, lecture, or other multi-sensory lesson) that teaches their peers key information and deepens their understanding of the key points of the Native Americans in that region. Points of emphasis should include:*

**Eastern Woodlands**

- The Algonquins and the Iroquois, including the way a variety of individual groups worked together in leagues and nations.
- The Lenni Lenape and their lasting legacy in New Jersey.
- The ways the Native Americans used the resources of the woodlands to craft their own culture and economy.

**Plains**

- The importance of the buffalo to the Plains regions and the significance of hunters and warriors.
- Village life, key roles in society, and the spirituality and religion of the Plains.
- The current status and contributions of Native Americans living on the Plains today and how they carry on their heritage.

**Southwest**

- The connection between Natives of the Southwest and their land, and the ways this was impacted by European settlement.
- The culture, craftwork, and spirituality of the Southwest peoples.
- The Native Americans who currently live in the Southwest and carry on their heritage.

**Northwest Coast**

- The family and village life of Native peoples of the Northwest.
- Some of the major groups of Native people in the region and how they interacted and traded with outsiders.
- The spirituality and culture of Native Americans of the region and how this heritage has been carried into the present day.

*Students will also research the effects of climate change in their region's weather, resources, economy, and ecosystem and include the*

<p>locations using latitude and longitude.</p> <p><b>6.1.5.GeoSV.4</b> Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p><b>6.1.5.GeoSV.5</b> Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p><b>6.1.5.HistoryCC.4</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><b>6.1.5.HistoryCC.6</b> Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New</p>	<p><i>ramifications and possible solutions in their notes and share them with the class and peers across the school.</i></p> <p><i>With support from the teacher, students take notes on key characteristics and important themes in each region and compare them to their own region's Native American legacy.</i></p> <p><b>Supplementary Resources and Texts</b></p> <p><i>**Note, see individual teacher guides for specific resources and texts on Native American peoples in specific regions of the United States. Utilize the school library media center to curate a list of additional relevant titles and guides students can use.</i></p> <p>Digital Resources- Overview Videos:</p> <ul style="list-style-type: none"> <li>● Indigenous People's Day</li> <li>● Authentic Native American Arrows</li> </ul> <p><i>Read Alouds and Independent Reading</i></p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>● Eagle Boy: A Pacific Northwest Native Tale by Richard Lee Vaughan</li> <li>● Archaeologists Dig for Clues by Kate Duke</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>● The Iroquois: The Six Nations Confederacy by Mary Englar</li> <li>● Nations of the Southeast by Molly Aloian and Bobbie Kalman</li> </ul>	
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Jersey.

**6.1.5.HistoryCC.11**

Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

**6.1.5.HistorySE.1**

Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

**6.1.5.HistoryUP.2**

Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

**6.1.5.HistoryUP.4**

Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

**6.1.5.HistoryUP.5**

Compare and contrast historians' interpretations of important historical ideas, resources and events.

**6.1.5.HistoryUP.7**

Advanced:

- The Wigwam and the Longhouse by Charlotte Yue and David Yue
- The Time of the Kachinas by Barbara Winther

Describe why it is important to understand the perspectives of other cultures in an interconnected world.		
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Social Studies		Grade 5
	Unit 3: The 13 Colonies	Pacing: 3-4 weeks
Essential Question	<p><i>-How did the English settlements in North America grow into strong and independent colonies?</i>  <i>-How did the settlements along the East Coast share values and retain unique characteristics?</i></p>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.5.CivicsDP.3</b> Describe the role of religious freedom and participatory government in various North American colonies.</p> <p><b>6.1.5.EconEM.3</b> Describe how supply and demand influence price and output of products.</p> <p><b>6.1.5.EconEM.6</b> Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p>	<p><i>The Seeds of a New Nation</i></p> <ul style="list-style-type: none"> <li>Describe the absolute and relative locations of European colonies in North America.</li> <li>Analyze the effects the long distance from Europe had on governing the colonies.</li> </ul> <p><i>Founding the New England Colonies</i></p> <ul style="list-style-type: none"> <li>Identify groups of settlers in the New England Colonies and their reasons for founding the colonies.</li> <li>Describe conflicts within the Puritan settlement that led to new colonies.</li> </ul> <p><i>Life in the New England Colonies</i></p> <ul style="list-style-type: none"> <li>Describe the economic and social characteristics of the New England Colonies</li> <li>Identify triangular trade routes and the products traded in New England and other colonies.</li> <li>Identify the role of triangular trade on enslaved people from</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Class discussions and teacher observations</li> <li>Post-article assessment questions (suggested prompts in teacher's edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Magazine assessment: "13 Colonies" (multiple choice, short answer, identify colonies on a map by region, and response to the compelling question)</li> <li>Vocabulary matching Activity.</li> </ul>

<p><b>6.3.5.EconET.1</b> Investigate an economic issue that impacts children and propose a solution.</p> <p><b>6.1.5.EconET.2</b> Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p> <p><b>6.1.5.EconGE.3</b> Use economic data to explain how trade leads to increasing economic interdependence among nations.</p> <p><b>6.1.5.EconNE.4</b> Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p><b>6.1.5.HistoryCA.1</b> Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities</p>	<p>Africa.</p> <p><i>Founding the Middle Colonies</i></p> <ul style="list-style-type: none"> <li>● Identify groups of settlers in the Middle Colonies and their reasons for founding the colonies.</li> <li>● Describe conflicts within Pennsylvania that led to the separation of Delaware.</li> <li>● Sequence events in the Middle Colonies using a timeline.</li> </ul> <p><i>A Colonial Town at a Glance</i></p> <ul style="list-style-type: none"> <li>● Describe changes in colonial towns as they grew.</li> <li>● Compare characteristics of European towns with colonial towns.</li> </ul> <p><i>Life in the Middle Colonies</i></p> <ul style="list-style-type: none"> <li>● Describe the characteristics of religious, economic, and social life in the Middle Colonies.</li> <li>● Define the Great Awakening and its effects on its followers and established churches.</li> </ul> <p><i>Founding the Southern Colonies</i></p> <ul style="list-style-type: none"> <li>● Identify groups of settlers in the Southern Colonies and their reasons for founding the colonies.</li> <li>● Explain differences in farming in different areas as a result of regional soil and climate.</li> <li>● Sequence events in the Southern Colonies using a timeline.</li> </ul> <p><i>Life in the Southern Colonies</i></p> <ul style="list-style-type: none"> <li>● Describe characteristics of the economic and social life in the Southern Colonies.</li> <li>● Understand the role of plantations in the South and how they contributed towards the institutionalization of slavery.</li> <li>● Summarize effects of slavery on life in the Southern colonies.</li> </ul> <p><i>Critical Thinking: Make an Economic Choice</i></p> <ul style="list-style-type: none"> <li>● Placing themselves in the place of a new wage earner (apprentice, journeyman, etc) in colonial times. Follow a series of steps to determine what choices (spending, saving, necessary purchases, etc) you might make.</li> <li>● Students apply this to their own lives, explaining the trade offs of</li> </ul>	<p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Choose a scene from daily life in one of the colonies. Students use what they have learned throughout the unit to accurately depict and reflect what life was like for different people, based on status, race, economic status, and other characteristics.</li> <li>● Write a report about how William Penn worked with Native Americans in Pennsylvania to accomplish strong relations, leading to cooperation and mutual respect.</li> </ul> <p><b>Benchmark</b></p> <p><i>Given 2-3 times per year (including September):</i></p> <ul style="list-style-type: none"> <li>● HMH Kids Discover Benchmark 4 Test</li> </ul> <p><i>Given before and after the unit:</i></p> <ul style="list-style-type: none"> <li>● ‘Get Set To Read’ (Identify true and false statements related to the key unit concepts)</li> </ul>
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<p>during the Colonial era.</p> <p><b>6.1.5.HistoryCC.5</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.10</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.12</b> Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p><b>6.1.5.HistoryUP.1</b> Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p>	<p>buying themselves a game, versus saving or making a purchase as a gift for another.</p> <p><i>Activities and Wrap-up</i></p> <ul style="list-style-type: none"> <li>Describe William Penn’s relationship with Native Americans in Pennsylvania.</li> <li>Illustrate a scene from a specific Colony and describe what it shows about life there.</li> </ul> <ul style="list-style-type: none"> <li><b>Key terms:</b> free market, charter, dissent, common, town meeting, triangular trade routes, proprietor, diversity, religious tolerance, apprentice, debtor, backcountry, institutionalized (<i>as slavery</i>), planter</li> </ul> <p><b>Supplementary Resources and Texts</b></p> <p>Digital Resource - Salem Witch Trials and Puritans vs. Pilgrims video</p> <p><i>Read Alouds and Independent Reading</i></p> <p><i>Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit’s teacher guide page on the Into Social Studies website.</i></p> <p>Basic:</p> <ul style="list-style-type: none"> <li>If You Were a Kid in the Thirteen Colonies by Wil Mara</li> <li>The Boy Who Fell off the Mayflower, or John Howland’s Good Fortune by P. J. Lynch</li> </ul> <p>On-Level:</p> <ul style="list-style-type: none"> <li>The Extraordinary Suzy Wright: A Colonial Woman on the Frontier by Teri Kanefield</li> <li>Pocahontas by Joseph Bruchac</li> <li>The Dreadful Smelly Colonies: The Disgusting Details about Life in Colonial America by Elizabeth Raum</li> </ul>	
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	<p>Advanced:</p> <ul style="list-style-type: none"> <li>• 1607: A New Look at Jamestown by Karen Lange</li> <li>• Hang a Thousand Trees with Ribbons: The Story of Phillis Wheatley by Ann Rinaldi</li> </ul>	
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Social Studies		Grade 5
	Unit 4: The Bill of Rights and the Civil Rights Movement	Pacing:3-4 Weeks
Essential Questions	<p><i>-How does the Bill of Rights protect and uphold the rights of American citizens?</i></p> <p><i>-How does civil rights for all make a democracy stronger?</i></p>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.1.5.CivicsPI.2</b> Investigate different ways individuals participate in government.</p> <p><b>6.1.5.CivicsPD.2</b> Explain how individuals can initiate and/or influence local, state, or national public policymaking.</p> <p><b>6.1.5.CivicsPD.</b> Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p><b>6.1.5.CivicsDP.2</b> Compare and contrast</p>	<p><i>The Bill of Rights</i></p> <ul style="list-style-type: none"> <li>• Explain how the rights of American citizens are protected by the Bill of Rights.</li> <li>• Describe the responsibilities of citizenship.</li> <li>• Explain how people become American citizens.</li> </ul> <p><i>Defining Civil Rights</i></p> <ul style="list-style-type: none"> <li>• Discuss the fundamental principles of American democracy.</li> <li>• Describe the civil rights movement of the 1950s and 1960s.</li> </ul> <p><i>The Rise of Segregation</i></p> <ul style="list-style-type: none"> <li>• Trace events that led to segregation.</li> <li>• Explain the Jim Crow laws and their effect on African Americans in the South.</li> <li>• Compare and contrast forms of segregation in the North and in the South</li> <li>• Read “Irena Sendler and the Orphans of the Warsaw Ghetto” by Susan Rubin and discuss ways that segregation, even in small instances, can lead to systemic violence by eroding the notion of human dignity. Discuss ways that we as individuals and as a</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Class discussions and teacher observations</li> <li>• Post-article assessment questions (suggested prompts in teacher’s edition)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Magazine assessment: “Civil Rights” (multiple choice, short answer, and response to the compelling question)</li> <li>• Vocabulary matching Activity.</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Write a speech, in the spirit</li> </ul>

responses of individuals and groups, past and present, to violations of fundamental rights.

**6.1.5.CivicsHR.3**

Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

**6.1.5.CivicsHR.4**

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

community can work to prevent and defend against instances of bias against and mistreatment of individuals for any reason. (See *Holocaust Education, Appendix E, for more information and resources*).

*Birth of the Civil Rights Movement*

- Explain how the Civil Rights Movement arose during World War II.
- Identify court cases in the fight against segregation.
- Discuss the contributions of Martin Luther King, Jr., Jackie Robinson, Rosa Parks, Linda Browns and others in their fight against segregation.

*The Movement in the Early 1960s*

- Identify landmark events in the civil rights movement of the early 1960s.
- Explain the goal of the 1961 Freedom Ride.
- Describe and highlight the importance of the March on Washington and the I Have a Dream speech.

*The Birmingham Campaign*

- Analyze a start and troubling historic photograph of a nonviolent protest that has been attacked with violence.
- Discuss ways to act as a responsible citizen, even when it is difficult.
- Discuss ways that students and citizens can help those who are being unfairly treated, whether as a result of discrimination, bias, or bullying behavior.

*Triumph and Tragedy*

- Discuss how African Americans were prevented from voting and the passage of the Civil and Voting Rights acts.
- Identify the impact of the assassinations of Martin Luther King and Malcolm X.

*Heroes of the Movement*

- Recognize the heroic and unique contributions of individuals during the civil rights movement.

of and taking inspiration from, Martin Luther King's 'I Have a Dream' speech. What are tangible ways we can make the world and our country a better place for all?

- Use a Venn diagram to compare two heroes of the Civil Rights movement. Even if they are from different walks of life or contributed in different sorts of manners, what character traits and values do they have in common?

**Benchmark**

*Given 2-3 times per year (including September):*

- HMH Kids Discover Benchmark 5 Test

*Given before and after the unit:*

- 'Get Set To Read' (Identify true and false statements related to the key unit concepts)

- Make determinations about the character traits shared by heroes in the civil rights movement.

*Equity for All Americans*

- Identify various groups of Americans who have fought for civil rights and humane treatment of all people, and continue to do so at home and around the globe.
- Discuss the rights that are protected by the Americans with Disabilities Act of 1990.

*Activities and Wrap-up*

- Write a speech about a dream for the future of the United States
- Compare and contrast the lives and contributions of two heroes of the civil rights movement.

- **Key terms:** segregation, nonviolent protest, civil rights movement, desegregation, discrimination, integration, prejudice, civil rights, civil disobedience, racism, Jim Crow laws, Brown vs Board of Education, Freedom Ride, affirmative action

**Supplementary Resources and Texts**

Digital Resource - Montgomery Bus Boycott Anniversary, Friendship Nine  
Virtual Field Trips - Women's Suffrage in the US, The Civil Rights Movement

*Read Alouds and Independent Reading*

*Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

Basic:

- Sylvia & Aki by Winifred Conkling
- I Am Harriet Tubman by Grace Norwich

On-Level:

	<ul style="list-style-type: none"> <li>• Through My Eyes by Ruby Bridges</li> <li>• I Have a Dream by Dr. Martin Luther King, Jr.</li> <li>• Belle Teal by Ann M. Martin</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• Harvesting Hope: The Story of Cesar Chavez by Kathleen Krul</li> <li>• Heroes for Civil Rights by David A. Adler</li> </ul>	
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## Appendix A

## Core Instructional & Supplemental Materials

Grade 5

### Core Instructional Materials and Resources :

Into Social Studies, Grade 5 Curriculum, Houghton-Mifflin (Consumable magazines for each unit. Magazines begin with an overview of the topic before delving into specific details and main ideas. Primary sources such as quotations, historical documents, artifacts and photographs and contemporary paintings are found throughout the text. Students and teachers have online access including additional digital features embedded within the text.)

### Supplemental Materials and Resources:

-Picture books and read-alouds (suggested titles listed in teachers edition along with each unit). Refer to individual units for supplementary texts and materials. *Summaries of all texts, along with descriptions of their ties to specific social studies concepts, can be found in the Annotated Bibliography section of this unit's teacher guide page on the Into Social Studies website.*

-Interactive Learning Websites:

- Brainpop Brainpop Junior website, offering videos, activities, quizzes, and prompts for class discussions.
- Epic Books and RAZ Kids (fiction and nonfiction texts and supplemental activities for learners of all reading levels on a host of social studies and interdisciplinary content).

-Resources suggested by the New Jersey Amistad Commission for Primary Grades

(<https://www.nj.gov/education/amistad/docs/Literacy%20Components%20for%20Primary%20Grades.pdf>)

-Resources suggested by the New Jersey Holocaust Commission (<https://www.nj.gov/education/holocaust/curr/materials/>)

-Resources from the Wing Luke Museum on Asian and Pacific Islander to support teaching in related concepts in an elementary setting, as suggested by the NJ Department of Education: [http://curriculum.wingluke.org/?page\\_id=2765](http://curriculum.wingluke.org/?page_id=2765)

-Videos and websites linked through the Into Social Studies online platform.

### Primary Sources

The student magazines in the Grade Five Into Social program offer students the opportunity to see, learn from, and engage with many primary sources. These include photographs (historical and modern day), paintings, quotations from significant people in history, maps, poems, stories, and myths. In addition, the program's Primary Source Database (<https://hmfyi.com/3-5/grades/grade-5/>) catalogs numerous books, videos, and interactive materials that take students directly to the source of the content they are learning about and lets them see these ideas presented in real life.

## Technology Integration

## Grade 5

*The Into Social Studies curriculum provides students with an online component, where they can read and listen to their texts, manipulate and click on text features in an interactive interface, and, with teacher support, take unit assessments online.*

*The importance of technology and innovation in everyday life is a recurring theme throughout the materials, and students can see how improvements to technology have enhanced its capabilities and made many tasks easier and more efficient.*

### Standards and Activities:

**8.1.5.DA.3:** *Organize and present collected data visually to communicate insights gained from different views of the data.*

**8.1.5.DA.1:** *Collect, organize, and display data in order to highlight relationships or support a claim.*

Activity: Students compare and contrast information about Native Americans in different regions of North America and create a visual model to distinguish what makes them similar and what sets them apart.

**8.2.5.ETW.1:** *Describe how resources such as material, energy, information, time, tools, people, and capital are used in*

products or systems.

**8.2.5.ETW.4:** Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

Activity: In the Native American unit, students explore and report on the environmental effects that technology and our nation's use of the land has impacted Native Americans over time and in the present day.

## Appendix C

## Interdisciplinary Connections

Grade 5

### Science

#### *Unit 1 - Exploring the Americas*

**5-ESS1-2** Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Students learn how navigators in the past used celestial objects, such as the stars, sun, moon, and the planets – in combination with navigational tools – to chart their course as they explored new parts of the globe. Students will make connections to the ways the night sky changes from night to night and season to season and consider how those patterns could have helped the navigators venture out and return home.

#### *Unit 2 - Native Americans*

**5-PS1-2** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

**5-ESS2-2** Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

As students learn that the first Native Americans likely made their way to North America by following a land bridge from Asia, they will make connections to their science units on water and forms of matter. They will use their knowledge that water can be stored in different places and different states (frozen and fresh, liquid and solid) on the face of the Earth to understand how a land bridge could have been formed during an ice age and subsequently disappear.

**5-ESS3-1** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

	<p>During this unit, students learn about the ways that Native Americans lived in harmony with nature and used the resources available to them in their region of the continent. As students see how settlers from Europe changed the land over time, the importance and manner of protecting these natural resources will be discussed and put into practice.</p>
<p><i>Unit 3 - The 13 Colonies</i></p> <p><b>5-LS2-1</b> <i>Develop a model to describe phenomena.</i></p> <p>Students will use information available to reproduce a famous experiment conducted by Benjamin Franklin. His goal was to determine the number of people who gathered to listen to learn from the sermons of the Great Awakening in the Middle Colonies during this era. Students conduct research and design and utilize practical tests, combine this with historical data from primary sources, and endeavor to arrive at a figure close to that of Benjamin Franklin. In doing so, students also consider the ways and manners that sound travels across distances. <i>(Teacher's guide page 244)</i></p>	<p><i>Unit 4 - The Bill of Rights and the Civil Rights Movement</i></p> <p><b>3-5-ETS1-2</b> <i>Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</i></p> <p>Students learn about ways that individual activists and groups during the Civil Rights Movement engaged in strategic thinking to get their message across in human and economic terms. While the human elements of bravery, compassion and justice stand out most clearly in this era, their systematic, planned nature of protests civil disobedience also deserve recognition and praise.</p>

**Math**

<p><i>Unit 1 - Exploring the Americas</i></p> <p><b>5.NBT.B.5.</b> <i>Fluently multiply multi-digit whole numbers using the standard algorithm.</i></p> <p>Students calculate the rate of a caravel, and other ships from the area, by multiplying its speed power day by the number of days traveled. Compare and contrast using inequalities and draw conclusions about the benefits for explorers of traveling on different vessels.</p>	
<p><i>Unit 3 - The 13 Colonies</i></p>	<p><i>Unit 4 - The Bill of Rights and the Civil Rights Movement</i></p>



**4.NF.B.4.** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

**5.NBT.B7.** Add, subtract, multiply, and divide decimals to hundredths....

Use fractions and decimals to show how much of a given piece of land was broken off into various colonies and territories. (I.e. the split of North and South Carolina, the split of East and West Jersey.)

**4.NF.B.4.** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

Students use data and fraction skills to confirm the attendance at the March on Washington as  $\frac{1}{3}$  of the population of the District of Columbia. If 250,000 people attended, use division of fractions to show the population of Washington, D.C. As most attendees came from outside of the capital, this number of people underscores the importance and size of the protest as well as the national movement it was inspired by.

## English Language Arts

*The Into Social Studies materials are infused with explicit, meaningful opportunities for reading and language instruction. Students are regularly asked to describe what they see in illustrations and photographs and to provide details that support the main idea of each short magazine article. In each unit, each child receives a booklet/magazine replete with text features such as headings, charts, and graphs. The articles in each unit expose students to informational text organized in a variety of ways: problem/solution, compare/contrast, descriptive, and chronological writing. Teacher selected supplemental texts offer students exposure to social studies concepts in the form of informational texts and fictional stories.*

*Lessons give students the opportunity to express themselves and share what they have learned through writing and orally as a part of class discussions. Drawing on information from the text, along with personal experiences, is a skill woven throughout all of the Fifth Grade units, including reading skills activities and lessons at the end of most units.*

*Additionally, each unit contains several content-specific vocabulary words and key phrases. Students and teachers are provided with materials to sort and map words to show how they link together and back to the unit's main topic and essential questions.*

### Unit 1 - Exploring the Americas

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

Focus skill: **Main idea and details.** This unit offers many opportunities for students to identify and describe main ideas and details pertaining to European explorers who helped open up the Americas. For example: Identify that the main purpose (main idea) of

### Unit 2 - Native Americans

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**SL.5.2.** Summarize a written text read aloud or information presented

<p><i>masts on a ship is to hold up the sails. Students use the text and outside research to support this idea with details, including the different kinds of masts and the work required to maintain them.</i></p>	<p><i>in diverse media and formats (e.g., visually, quantitatively, and orally).</i></p> <p>Focus skill: <b>Summarize.</b> This unit gives students the chance to practice summarizing, helping them to understand and interpret what they are reading and learning about the people and land of North America before the arrival of European settlers. <i>For example: Students select one of the groups of peoples living on the Great Plains and write a summary of what made them unique, focusing on the most notable distinguishing information.</i></p>
<p><i>Unit 3 - The 13 Colonies</i></p> <p><b>RI.5.5.</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>Focus skill: <b>Cause and effect.</b> This unit offers students many opportunities to make connections between causes and effects as it pertains to the 13 colonies. In particular, students get the chance to look out for historical events that were caused by preceding events. Just as importantly, they are asked to find events that <b>are not</b> caused by events that happened just before, as well as events that are indirectly related. <i>For example: Students research and write about how religious problems in England led to the establishment of the Middle Colonies.</i></p>	<p><i>Unit 4 - The Bill of Rights and the Civil Rights Movement</i></p> <p><b>NJSLSA.R1.</b> <i>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p> <p>Focus skill: <b>Synthesis.</b> While this unit focuses on the theme of equal rights and liberties for all, it gives students the chance to pull together different stories from different movements from history fighting for racial, gender, and broad equality for all Americans. Students look for similar patterns in the lives of activists and civil rights leaders. <i>For example: Students research two civil rights leaders and write a reflection on what they would have in common, and talk about, if they could meet today.</i></p>

Appendix D Career Education Integration Grade 5	
Standards	Activities
<p><b>9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to</p>	<ul style="list-style-type: none"> <li>Students will name and research jobs that can allow them to practice their own interests.</li> </ul>

personal likes.

**9.2.5.CAP.2:** Identify how you might like to earn an income.

**9.2.5.CAP.7:** Identify factors to consider before starting a business.

**9.2.5.CAP.8:** Identify risks that individuals and households face.

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

**9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

**9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

- Students will reflect on why people in their own lives work, and what motivates them to strive for career goals.
- Students will consider career goals other than simply earning a higher income (ie. helping others, working towards justice and civil rights, making our society better for all).
- Students learn about people throughout history who have pursued their own interests in their line of work, and link them to people in their own lives who have a career that interests and motivates them.

#### Treps

- TREP\$ is a 6 week educational program which empowers children by providing an engaging project-based learning experience which creatively integrates entrepreneurship education with the authentic opportunity to apply business, academic, and life skills. The benefits of teaching entrepreneurship using TREP\$ are far-reaching. Children who participate in TREP\$ provides a feeling of empowerment and confidence that comes with starting a business. During the workshops, the classroom takes on a professional environment as students are encouraged to develop leadership skills, practice critical thinking, solve problems creatively, demonstrate economic concepts, become risk takers, learn from the business community, and begin planning their own businesses. TREP\$ is a situation where it is possible for all students to succeed. TREP\$ rewards those students with passion, determination, and a strong work ethic to become entrepreneurs.

When economic topics or business matters are addressed in social studies, whether contemporary or historical, students will be encouraged to consider the costs and benefits of certain actions and thinking in terms of their own TREP\$ venture when analyzing others' decision making and outcomes.

#### Careers Discussed

**Unit 1** - historian, naval careers, shipbuilder and designer, merchants, bankers

**Unit 2** - archaeologist, researcher, and the many fields that Native Americans continue to contribute to today

**Unit 3** - military careers, shopkeepers, skilled craftsmen, religious leaders

**Unit 4** - nonprofit sector, lawyer, community organizer, social work and social justice careers

**Amistad**

The Into Social Studies Fifth Grade program introduces students to African Americans who fought for equal rights in the face of discrimination. In particular, the unit on 'Civil Rights' highlights the work of countless individuals who sacrificed and inspired others to join the cause for true equality. Students also see the example of often nameless peaceful protestors of all races who were subjected to physical and verbal abuse for exercising their rights to demonstrate.

They are also taught about, in an age-appropriate way, about the reality of the slave trade and the ways that enslaved people were treated cruelly and unfairly and that the legacy that this leaves continues on for many in our country. Students learn about the inception of the Columbian Exchange, which saw Africans forcibly removed from their homes and separated from their families to serve as labor for the expansion of European settlements in North America.

Teachers can access free, age-appropriate resources offered by the New Jersey Amistad Commission through their website, at <http://www.njamistadcurriculum.net/>.

**Holocaust**

The Into Social Studies Fifth Grade curriculum emphasizes the importance of communities coming together and highlights the ways that all people are unique. Students learn about individuals from history who have stood up on behalf of themselves who were being treated unfairly. Teachers should review the resources provided by the New Jersey Holocaust Commission to find resources that emphasize standing up against intolerance and hatred and utilize them in teachable moments throughout social studies instruction:

<https://www.nj.gov/education/holocaust/curr/materials/>.

One such resource is the true story "Irena Sendler and the Orphans of the Warsaw Ghetto" by Susan Rubin, detailing the work of a Polish social worker to hide and save over 400 Jewish children in Warsaw.

**Diversity, Inclusion, and Disabilities**

Teachers can find lessons and instructional materials that focus on diversity and inclusion through the New Jersey Department of Education's website at <https://www.nj.gov/education/standards/dei/samples/index.shtml>. The 'Civil Rights' unit focuses on the Civil Rights Movement, which did not just win gains for African Americans affected by segregation and discrimination, but created the impetus for other groups of people

(women, people with disabilities, and unskilled laborers) to push for their own rights and recognitions of their equality. Teachers are encouraged to review and utilize these resources on their own as well as incorporate them with relevant Into Social Studies units above.

**Asian American and Pacific Islander Heritage (AAPI)**

Instruction about the heritage and history of Asian Americans and Pacific Islanders is, along with other cultures, interwoven throughout the Into History materials. In addition, the Diversity, Inclusion, and Disabilities materials compiled by the New Jersey Department of Education are infused with materials relating to this important topic.

In particular, the Wing Luke Museum’s website, [http://curriculum.wingluke.org/?page\\_id=2765](http://curriculum.wingluke.org/?page_id=2765) offers online books, resources, and interactive exhibits appropriate for all grade levels. Teachers are encouraged to make use of these resources in planning and delivering classroom instruction in delivering AAPI-inclusive instruction.

In particular, the Wing Luke Museum has produced several short documentaries which highlight the history, impact, and occasional struggles of Asian Americans and Pacific Islanders. Teachers can review these programs and insert them in appropriate places in the curriculum. ([http://curriculum.wingluke.org/?page\\_id=3662](http://curriculum.wingluke.org/?page_id=3662)).

Appendix F		21st Century Skills	Grade 5
Standards	Activities		
<p><b>CRP11.</b> Use technology to enhance productivity.</p> <p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2.</b> Apply appropriate academic and technical skills</p> <p><b>CRP11.</b> Use technology to enhance productivity</p>	<ul style="list-style-type: none"> <li>● Students will use Google Earth to quickly locate places on a map.</li> <li>● Students will recognize ways that they can support the values and aims of the civil rights movement by valuing and respecting all people, and by fighting against bullying and intimidation.</li> <li>● Students will utilize online resources to gather information about Native Americans in the region they are studying.</li> <li>● Students will use Google Slides to share their research findings with classmates.</li> </ul>		

**8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

**8.2.5.ITH.1:** Explain how societal needs and wants influence the development and function of a product and a system.

**8.2.5.ITH.2:** Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have

**8.2.5.ETW.1:** Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

- Students will identify ways a given Native American people adapted their civilization and organization to survive and thrive in a given region of the country.
- Students will explain how European explorers used a variety of tools and methods to navigate and explain the benefits and potential shortcomings of each.
- Students will identify common occupations in colonial America and identify how those people used their time and resources available to them to contribute to their community and burgeoning nation.

**Grade 6 - Social Studies Curriculum  
Pacing Guide**

<b>Trimester 1 (September - December)</b>	<b>Trimester 2 (December - March)</b>	<b>Trimester 3 (March - June)</b>
Unit 0: American Heritage Stories Unit 1: River Civilizations Unit 2: MesoAmerican Empires Unit 3: Greece (Ancient Greece/Greek Empire)	Unit 4: Rome (Republic and Empire) Unit 5: World Religions Unit 6: African and Islamic Empires	Unit 7: Medieval Europes Unit 8: Civics Unit 9: Financial Literacy- Credit and Debit Management

<b>Social Studies</b>		<b>Grade 6</b>
	<b>Unit 0: American Heritage Stories</b>	<b>Pacing: 2 - 4 Weeks</b>
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>How have different cultures and people influenced the United States?</li> <li>How do people of various ethnicities impact our country?</li> <li>How have women of all backgrounds and ethnicities been instrumental in the progress of our country?</li> </ul>	
<b>Standards</b>	<b>Knowledge/Skills</b>	<b>Evidence of Learning</b>
<p><b>9.4.8.CT.1:</b> Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.</p> <p><b>9.4.8.CT.2:</b> Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.</p> <p><b>9.4.8.CT.3:</b> Compare past problem-solving solutions to local, national, or global issues and</p>	<ul style="list-style-type: none"> <li>Over the course of the school year, American Heritage Stories covers various topics related to history and culture in America.</li> <li>Students answer in depth, critical thinking questions for four articles a week.</li> <li>Students read short articles on people and cultures relating to a theme each month, including:               <ul style="list-style-type: none"> <li>Hispanic Heritage Month</li> <li>Native American Heritage Month</li> <li>Holidays from around the world</li> <li>Slavery and Abolition</li> <li>African-American Heritage Month</li> <li>Women's History Month,</li> <li>Asian American Pacific Islander Month</li> <li>Arabian American Heritage Month</li> <li>LGBT History (June - PRIDE month)</li> </ul> </li> <li>Specifically designed to meet the following mandates (See</li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>Completed work, quizzes, observation</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>Unit assessments</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>Discussion response.</li> </ul>

analyze the factors that led to a positive or negative outcome.  
**9.4.8.DC.1:** Analyze the resource citations in online materials for proper use.

**ELA Companion Standards**

**Reading**

**RI.6.1.:** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.6.2.:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RI.6.3.:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**RI.6.4.:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**RI.6.5.:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**RI.6.6.:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**RI.6.7.:** Integrate information presented in different media or formats (e.g., visually,

section E for complete information)

- **Amistad Law**
- **Holocaust Law**
- **Diversity & Inclusion**
- **Asian-American and Pacific Islander Mandate**



quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**RI.6.8.:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**RI.6.9.:** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**RI.6.10.:** By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**Writing**

**W.6.1.:** Write arguments to support claims with clear reasons and relevant evidence.

**W.6.2.:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.6.4.:** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**W.6.5.:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

editing, rewriting, or trying a new approach.

**W.6.6.:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**W.6.7.:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.6.8.:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W.6.9.:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.6.10.:** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Social Studies**

Grade 6

**Unit 1: River Civilizations**

- **Mesopotamia, Egypt, Indus Valley (India), and Yellow River (China)**

**Pacing: 2 - 4 Weeks**

**Essential Question**

- How did river civilizations develop?
- What do these civilizations offer to current society?
- What was the function of religion, government and laws in early river civilizations?
- How did early river civilizations expand and decline?

**Standards**

**Knowledge/Skills**

**Evidence of Learning**

**6.2.8.GeoPP.1.a:** Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.

**6.2.8.GeoPP.1.b:** Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.

**6.2.8.HistoryCC.1.a:** Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).

**6.2.8.HistoryCC.1.b:** Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

**6.2.8.HistoryCC.1.c:** Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

- Compare hunter/gatherer societies with early agrarian river civilizations.
- Understand how hunter/gatherers spread throughout the earth and settled near large rivers
- discover how geographic features helped from ancient river civilizations in Mesopotamia, Egypt, China and the Indus Valley
- recognize the achievements of the river civilizations
- Understand why these civilizations are considered “cradles of civilization.”
- compare and contrast ancient religious beliefs in these civilizations
- Analyze the function of Egyptian gods/goddesses in society
- learn characteristics of ancestor worship in China
- know how the various dynasties along these rivers expanded their empire.
- learn the structure and features of ancient river civilization societies.
- Understand the role of Hammurabi’s Code in the evolution of current laws
- Learn the impact of current societies from the early government structures of Mesopotamian empires.

**Formative Assessment**

- chapter questions, exit tickets, vocabulary activities, small groups work
- Role plays
- Mapping of river civilizations

**Summative Assessment:**

- Unit assessment

**Alternative Assessment**

- River civilization timeline

**6.2.8.HistoryCC.1.d:** Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

**6.2.8.HistorySE.1.a:** Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

**6.2.8.CivicsPI.2.a:** Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

**6.2.8.CivicsHR.2.a:** Determine the role of slavery in the economic and social structures of early river valley civilizations.

**6.2.8.GeoSV.2.a:** Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

**6.2.8.GeoHE.2.a:** Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

**6.2.8.GeoGE.2.a:** Explain how technological advancements led to greater economic specialization,

improved weaponry, trade, and the development of a class system in early river valley civilizations.

**6.2.8.HistoryCC.2.a:** Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

**6.2.8.HistoryCC.2.b:** Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

**ELA Companion Standards**

**Reading**

**RI.6.1.:** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.6.2.:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RI.6.3.:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**RI.6.4.:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**RI.6.5.:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**RI.6.6.:** Determine an author's

- *The social studies curriculum is often connected to themes in our ELA curriculum and through application of skills in reading literature, reading informational text, and writing.*
- *Resources such as those located in the Amistad Curriculum and the NJ Commission on Holocaust Education which provide PowerPoints, lesson plans, biographies, interactive maps, timelines, and primary source documents to facilitate interdisciplinary connections.*
- Mini-research projects, expository answers and essays, oral presentations, slides presentations

point of view or purpose in a text and explain how it is conveyed in the text.

**RI.6.7.:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**RI.6.8.:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**RI.6.9.:** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**RI.6.10.:** By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**Writing**

**W.6.1.:** Write arguments to support claims with clear reasons and relevant evidence.

**W.6.2.:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.6.4.:** Produce clear and coherent writing in which the development, organization, voice

and style are appropriate to task, purpose, and audience.

**W.6.5.:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.6.6.:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**W.6.7.:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.6.8.:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W.6.9.:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.6.10.:** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**Speaking and Listening**

**SL.6.1.:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL.6.2.:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL.6.3.:** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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**L.6.2.b.:** Spell correctly.

**L.6.1.a.:** Ensure that pronouns are in the proper case (subjective, objective, possessive).

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**L.6.3.:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Social Studies		Grade 6
	<b>Unit 2: MesoAmerican Civilizations</b> <ul style="list-style-type: none"> <li>● <b>Maya, Aztec, and Inca</b></li> </ul>	<b>Pacing: 2 - 4 Weeks?</b>
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>● How did these civilizations develop?</li> <li>● How do the MesoAmerican civilizations compare to the Mesopotamian, Egyptian, Chinese and Indian civilizations?</li> <li>● What was the function of religion, government and laws in Mayan, Incan and Aztec civilizations?</li> <li>● What happened when these civilizations interacted with European conquistadors?</li> </ul>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.2.8.GeoPP.1.a:</b> Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</p> <p><b>6.2.8.GeoPP.1.b:</b> Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.</p> <p><b>6.2.8.HistoryCC.1.a:</b> Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).</p> <p><b>6.2.8.HistoryCC.1.b:</b> Determine the impact of technological advancements on hunter/gatherer</p>	<ul style="list-style-type: none"> <li>● Compare hunter/gatherer societies with early agrarian civilizations.</li> <li>● Understand how hunter/gatherers spread throughout the Americas and settled near large rivers</li> <li>● discover how geographic features helped form the Maya, Aztec, and Incan Empires.</li> <li>● recognize the achievements of the MesoAmerican cultures</li> <li>● Understand why these civilizations are considered “cradles of civilization.”</li> <li>● compare and contrast ancient religious beliefs in these civilizations</li> <li>● Analyze the function of religion in MesoAmerican society and how European religions were imposed on them</li> <li>● know how the Mayans, Incas, and Aztecs expanded their empires.</li> <li>● learn the structure and features of mesoamerican civilization societies.</li> <li>● Understand calendar systems in these civilizations.</li> <li>● Explore the Mayan writing system and use of the concept of zero.</li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● chapter questions, exit tickets, vocabulary activities, small groups work</li> <li>● Role plays</li> <li>● Mapping of MesoAmerican Empires</li> <li>● Quipo strings</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Unit assessment</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>● MesoAmerican Timeline</li> </ul>

and agrarian societies.

**6.2.8.HistoryCC.1.c:** Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

**6.2.8.HistoryCC.1.d:** Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

**6.2.8.HistorySE.1.a:** Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

**6.2.8.CivicsPI.2.a:** Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

**6.2.8.CivicsHR.2.a:** Determine the role of slavery in the economic and social structures of early river valley civilizations.

**6.2.8.GeoSV.2.a:** Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

**6.2.8.GeoHE.2.a:** Determine the extent to which geography influenced settlement, the

development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

**6.2.8.GeoGE.2.a:** Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

**6.2.8.HistoryCC.2.a:** Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

**6.2.8.HistoryCC.2.b:** Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

### **ELA Companion Standards**

#### **Reading**

**RI.6.1.:** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.6.2.:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RI.6.3.:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**RI.6.4.:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical

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- Mini-research projects, expository answers and essays, oral presentations, slides presentations

meanings.

**RI.6.5.:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**RI.6.6.:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**RI.6.7.:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**RI.6.8.:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**RI.6.9.:** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**RI.6.10.:** By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**Writing**

**W.6.1.:** Write arguments to support claims with clear reasons and relevant evidence.

**W.6.2.:** Write informative/explanatory texts to

examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.6.4.:** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**W.6.5.:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.6.6.:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**W.6.7.:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.6.8.:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W.6.9.:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.6.10.:** Write routinely over

extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening**

**SL.6.1.:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL.6.2.:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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Social Studies		Grade 6
	<b>Unit 3: Greece</b> <ul style="list-style-type: none"> <li><b>Ancient Greece and the Greek Empire</b></li> </ul>	<b>Pacing: 2 - 4 Weeks</b>
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>How has the introduction of democracy changed how we live today?</li> <li>How do social hierarchies shape roles of power, wealth, and equality?</li> <li>How do the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of Greece differ and how are they alike?</li> <li>How did religious beliefs and mythology shape the values and daily life of ancient Greeks?</li> </ul>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.2.8.HistoryCC.2.c:</b> Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p><b>6.2.8.HistoryCA.2.a:</b> Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p><b>6.2.8.CivicsDP.3.a:</b> Compare and contrast the American legal system with the legal systems of classical civilizations and determine the</p>	<ul style="list-style-type: none"> <li>that the culture of Ancient Greece shaped western civilizations.</li> <li>analyze how the government of Ancient Greece helped to shape the modern US government.</li> <li>comprehend how religion plays a role in shaping people's views, values, and affects society as a whole.</li> <li>Greece developed and expanded large empires by creating centralized governments and promoting</li> <li>commerce, a common culture, and social values.</li> <li>learn the effects of mountains and sea on Greek character and culture.</li> <li>recognize invasions and wars in early Greek history.</li> <li>learn the significance of the city-state, or polis.</li> <li>realize the divisions of Greek society into classes.</li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>chapter questions, exit tickets, vocabulary activities, small groups work</li> <li>Role plays</li> <li>Mapping of Greece and the Greek empire.</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>Unit assessment</li> </ul> <p><b>Alternative Assessment</b></p>

extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

**6.2.8.CivicsDP.3.b:** Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

**6.2.8.CivicsHR.3.a:** Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

**6.2.8.GeoPP.3.a:** Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

**6.2.8.GeoPP.3.b:** Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

**6.2.8.EconEM.3.a:** Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

**6.2.8.EconGE.3.a:** Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military

- discover the roles and rights of women in different city-states.
- learn the movement to colonize.
- learn the variety of governments in Greek city-states.
- discover the evolution of democracy in Athens.
- learn characteristics of Spartan's oligarchy.
- learn differences from Athens in terms of education, citizenship, and women's roles.
- discover how the Greeks defeated the Persians.
- learn the effects of Athen's rise to dominance.
- learn destructive wars that result from the rivalry between Athens and Sparta.
- discover Macedonia's defeat of the Greek city-states.
- learn the conquest of vast territory by Alexander.
- realize the spread of Hellenistic culture throughout Alexander's empire.

- Greek god/goddess research report and presentation
- Diadochi comparison jigsaw.

capabilities, to improve life in urban areas, and to allow for greater division of labor.

**6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

**6.2.8.HistoryUP.3.a:** Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

**6.2.8.HistoryUP.3.b:** Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

**6.2.8.HistoryCA.3.a:** Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

**6.2.8.HistoryCA.3.b:** Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

**6.2.8.CivicsPI.4.a:** Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

**6.2.8.CivicsDP.4.a:** Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

**6.2.8.GeoHE.4.a:** Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

**6.2.8.GeoHP.4.a:** Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

**6.2.8.GeoHP.4.b:** Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

**6.2.8.GeoHP.4.c:** Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

**6.2.8.GeoHE.4.b:** Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

**6.2.8.GeoHE.4.c:** Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

**6.2.8.GeoGI.4.a:** Determine how Africa's physical geography and

natural resources presented challenges and opportunities for trade, development, and the spread of religion.

**6.2.8.GeoSV.4.a:** Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

**6.2.8.EconNE.4.a:** Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

**6.2.8.HistoryCC.4.a:** Determine which events led to the rise and eventual decline of European feudalism.

**6.2.8.HistoryCC.4.b:** Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

**6.2.8.HistoryCC.4.c:** Assess the demographic, economic, and religious impact of the plague on Europe.

**6.2.8.HistoryCC.4.d:** Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

**6.2.8.HistoryCC.4.e:** Determine the extent to which the Byzantine

Empire influenced the Islamic world and western Europe.

**6.2.8.HistoryCC.4.f:** Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

**6.2.8.HistoryCC.4.g:** Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

### **ELA Companion Standards**

#### **Reading**

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of a text and contributes to the development of the ideas.

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**W.6.1.:** Write arguments to support claims with clear reasons and relevant evidence.

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**Speaking and Listening**

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**Language/Grammar**

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**L.6.2.b.:** Spell correctly.

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Social Studies		Grade 6
	<b>Unit 4: Rome</b> <ul style="list-style-type: none"> <li><b>Ancient Rome, the Roman Republic and the Roman Empire</b></li> </ul>	<b>Pacing: 2 - 4 Weeks</b>
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>Why do people move?</li> <li>What distinguishes one culture from another?</li> <li>How do classical civilizations develop and expand into empires of unprecedented size and diversity?</li> <li>What developed and increased during the era of classical civilization?</li> <li>How did classical civilization decline over time?</li> <li>How did classical civilizations leave lasting legacies for future civilizations?</li> <li>How is cultural development cyclical in nature?</li> </ul>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.2.8.HistoryCC.2.c:</b> Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p><b>6.2.8.HistoryCA.2.a:</b> Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p><b>6.2.8.CivicsPI.3.a:</b> Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and</p>	<ul style="list-style-type: none"> <li>learn the influence of geography and adjacent cultures on Rome and its culture.</li> <li>discover the events shaping the Roman republic and its conquest of Italy.</li> <li>Analyze the structure of government and division of power in the Roman republic.</li> <li>realize the influences of the Roman republic on later governments.</li> <li>Understand the divisions in Roman society.</li> <li>Discover the role of religion in Roman society and government.</li> <li>learn the role of war in the expansion and later collapse of the Roman republic.</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Mapping Ancient Rome</li> <li>Outline Note taking</li> <li>Republic Role Play</li> <li>Research Project</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Unit Final Assessment</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>Roman Republic Skit</li> </ul>

India to control and unify their expanding empires.

**6.2.8.CivicsDP.3.a:** Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

**6.2.8.CivicsDP.3.b:** Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

**6.2.8.CivicsHR.3.a:** Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

**6.2.8.GeoPP.3.a:** Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

**6.2.8.GeoPP.3.b:** Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

**6.2.8.EconEM.3.a:** Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

- Determine the problems wealth caused for Roman society and government.
- Learn the emperor's roles in the Pax Romana.
- Determine the Roman contributions to technology, trade, and culture.
- Discover the cultural achievements of the Roman Empire.
- Analyze the legal and cultural influences of the Roman empire on later cultures.
- Understand the events during the decline of the Roman Empire.
- Determine the important leader in the latter years of the Roman empire.

**6.2.8.EconGE.3.a:** Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

**6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

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**6.2.8.HistoryCA.3.a:** Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

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Social Studies		Grade 6
	<b>Unit 5: World Religions</b> <ul style="list-style-type: none"> <li>Hinduism, Buddhism, Judaism, Christianity, and Islam</li> </ul>	Pacing: 2 Weeks
<b>Essential Question</b>	Essential Question(s) Here - expand as needed	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.2.8.HistoryCC.2.b:</b> Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p><b>6.2.8.HistoryCC.3.a:</b> Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p><b>6.2.8.HistoryUP.3.c:</b> Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and</p>	<ul style="list-style-type: none"> <li>discover the origins of Christianity in Roman times.</li> <li>learn the role of Jesus in early Christianity.</li> <li>learn the core beliefs of early Christians.</li> <li>realize the values of the Judeo-Christian tradition.</li> <li>realize the role of Muhammad in establishing and spreading Islam.</li> <li>learn the core beliefs of Islam.</li> <li>discover ways that Muslim daily life reflects beliefs of Islam.</li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>chapter questions, exit tickets, vocabulary activities, small groups work</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>Unit assessment</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>Religion timeline</li> <li>Side by side religion chart</li> </ul>

their responses to the current challenges of globalization.  
**6.2.8.CivicsPI.4.a:** Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.  
**6.2.8.GeoGI.4.a:** Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.  
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Social Studies		Grade 6
	Unit 6: African and Islamic Empires	Pacing: 2 - 4 Weeks
<p><b>Essential Question</b></p>	<ul style="list-style-type: none"> <li>• What is power? Who should have it?</li> <li>• How did trade commodity and supply and demand affect people's lives in African kingdoms?</li> <li>• How does the history of a country or continent affect its social structure and culture in the modern world?</li> </ul>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.2.8.HistoryCC.2.c:</b> Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p><b>6.2.8.HistoryCA.2.a:</b> Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p><b>6.2.8.CivicsPI.3.a:</b> Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p><b>6.2.8.CivicsDP.3.a:</b> Compare and</p>	<ul style="list-style-type: none"> <li>• Understand how the culture of the African Kingdoms shaped the social hierarchy and the economy/trade of modern Africa.</li> <li>• Determine how the emergence of African empires resulted from the promotion of inter-regional trade, cultural</li> <li>• Analyze how empires expanded through exchanges, new technologies, urbanization, and centralized political organization.</li> <li>• Know that while commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</li> <li>• Determine how Africa's climate and geography affect its civilizations</li> <li>• Understand the influence of Islam on Africa</li> <li>• learn African geography and culture before Islam.</li> <li>• learn the regions of Muslim Empires and how they expanded throughout the middle east and northern African</li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• chapter questions, exit tickets, vocabulary activities, small groups work</li> <li>• Role plays</li> <li>• Mapping of African Kingdoms</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Unit assessment</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>• Individual empire research report and presentation</li> <li>• African empires comparison jigsaw.</li> </ul>

contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

**6.2.8.CivicsDP.3.b:** Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

**6.2.8.CivicsHR.3.a:** Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

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- know that trade was important in developing societies in Africa.
- Understand how the Crusades provided both tension and exchange of cultures that is still felt today.

enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

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<p><b>L.6.3.:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <b>L.6.3.a.:</b> Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p>		
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<b>Social Studies</b>	<b>Grade 6</b>
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	<p><b>Unit 7: Medieval Times</b></p> <ul style="list-style-type: none"> <li><b>European Empires, the Black Death and Reformation</b></li> </ul>	<p><b>Pacing: 2 - 4 Weeks</b></p>
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<p><b>Essential Question</b></p>	<ul style="list-style-type: none"> <li>What is power? Who should have it?</li> <li>How did the Magna Carta and other European governmental practices, as well as the Renaissance and Reformation, influence medieval Europe, as well as modern thought and practices?</li> <li>How did geography influence the development of the various regions of Europe?</li> <li>How did the interaction between the Islamic world and medieval Europe affect Europe, and eventually the western world? How did religion both unify and divide people?</li> <li>What were the causes of the Crusades and the plague and how did they affect medieval Europe?</li> <li>How did European feudalism start and eventually decline?</li> </ul>
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Standards	Knowledge/Skills	Evidence of Learning
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<p><b>6.2.8.HistoryCC.2.c:</b> Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p><b>6.2.8.HistoryCA.2.a:</b> Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p><b>6.2.8.CivicsPI.3.a:</b> Compare and contrast the methods (i.e., autocratic rule, philosophies, and</p>	<p>learn the varied geography of Europe.  know that Germanic tribes formed kingdoms.  Charlemagne briefly united much of Europe.  discover how monasteries and religious orders helped spread Christianity.  learn that the Church became a center of authority in medieval Europe.  realize how invasions created disorder in Europe.  learn that feudalism and manorialism brought social and economic order to Europe.the emergence of empires in Europe resulted from the promotion of inter-regional trade, cultural</p>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>chapter questions, exit tickets, vocabulary activities, small groups work</li> <li>Catholic church pyramid</li> <li>Crusader journal</li> <li>Mapping of Medieval Europe</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>Unit assessment</li> </ul>
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bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

**6.2.8.CivicsDP.3.a:** Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

**6.2.8.CivicsDP.3.b:** Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

**6.2.8.CivicsHR.3.a:** Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

**6.2.8.GeoPP.3.a:** Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

**6.2.8.GeoPP.3.b:** Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

**6.2.8.EconEM.3.a:** Analyze the impact of expanding land and sea trade routes as well as a uniform

exchanges, new technologies, urbanization, and centralized political organization.

the rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.

while commercial and agricultural improvements created new wealth and opportunities for the empires,

most people's daily lives remained unchanged.

knowledge from the Classical civilizations, lost with the fall of Rome, resurface and are enhanced during the Renaissance.

The influences of the Renaissance and the Reformation continue to be felt in our daily lives.

Understand how the Crusades provided both tension and exchange of cultures that is still felt today.

### Alternative Assessment

- Build a medieval village

system of exchange in the Mediterranean World and Asia.

**6.2.8.EconGE.3.a:** Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

**6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

**6.2.8.HistoryUP.3.a:** Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

**6.2.8.HistoryUP.3.b:** Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

**6.2.8.HistoryUP.3.c:** Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

**6.2.8.HistoryCA.3.a:** Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

**6.2.8.HistoryCA.3.b:** Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

**6.2.8.CivicsPI.4.a:** Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

**6.2.8.CivicsDP.4.a:** Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

**6.2.8.GeoHE.4.a:** Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

**6.2.8.GeoHP.4.a:** Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

**6.2.8.GeoHP.4.b:** Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

**6.2.8.GeoHP.4.c:** Use maps to show how the interaction between the Islamic world and medieval

Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

**6.2.8.GeoHE.4.b:** Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

**6.2.8.GeoHE.4.c:** Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

### **ELA Companion Standards**

#### **Reading**

**RI.6.1.:** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.6.2.:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RI.6.3.:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**RI.6.4.:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**RI.6.5.:** Analyze how a particular sentence, paragraph, chapter, or

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- *Resources such as those located in the Amistad Curriculum and the NJ Commission on Holocaust Education which provide PowerPoints, lesson plans, biographies, interactive maps, timelines, and primary source documents to facilitate interdisciplinary connections.*
- *Mini-research projects, expository answers and essays, oral presentations, slides presentations*

section fits into the overall structure of a text and contributes to the development of the ideas.

**RI.6.6.:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**RI.6.7.:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**RI.6.8.:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**RI.6.9.:** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**RI.6.10.:** By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**Writing**

**W.6.1.:** Write arguments to support claims with clear reasons and relevant evidence.

**W.6.2.:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and



analysis of relevant content.

**W.6.4.:** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**W.6.5.:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.6.6.:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**W.6.7.:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.6.8.:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W.6.9.:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.6.10.:** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and

revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening**

**SL.6.1.:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL.6.2.:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL.6.3.:** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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**SL.6.5.:** Include multimedia components (e.g., graphics,

images, music, sound) and visual displays in presentations to clarify information.

**SL.6.6.:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language/Grammar**

**L.6.1.:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.6.2.:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.6.2.a.:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**L.6.2.b.:** Spell correctly.

**L.6.1.a.:** Ensure that pronouns are in the proper case (subjective, objective, possessive).

**L.6.1.b.:** Use intensive pronouns (e.g., myself, ourselves).

**L.6.1.c.:** Recognize and correct inappropriate shifts in pronoun number and person.

**L.6.1.d.:** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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Social Studies		Grade 6
	<b>Unit 8: Civics (Units 1 and 4)</b> <b>(Units 2 and 3 are addressed in the first trimester of 7th Grade at Clinton Public School)</b>	<b>Pacing: 9 Weeks</b>
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>● How can natural/human rights be protected?</li> <li>● How does the idea of the “common good” give rise to a social contract?</li> <li>● What is the proper balance between individual freedom and the common good?</li> <li>● Why is “civic virtue” necessary for a democracy to survive?</li> </ul>	
Standards	Knowledge/Skills	Evidence of Learning
<p><b>6.3.8.CivicsHR.1:</b> Construct an argument as to the source of human rights and how they are best protected.</p> <p><b>6.3.8.CivicsPR.1:</b> Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.</p> <p><b>6.3.8.CivicsPR3:</b> Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty and equality)</p> <p><b>6.3.8.CivicsPR.4:</b> Use evidence</p>	<p>CIVIC CONCEPTS AND PRINCIPLES (4 weeks)</p> <ul style="list-style-type: none"> <li>● Understand what human rights are and the common good.</li> <li>● Determine how the Magna Carta influenced the founders and American government</li> <li>● Understand how enlightenment ideas influenced America’s founding documents</li> <li>● Understand what would life be like in a state of nature and why we need government</li> <li>● Comprehend the “rule of law” and why it is necessary for authority to be legitimate.</li> <li>● Understand how the rule of law prevents abuse of authority.</li> <li>● Explore how conflicts can be resolved peacefully in a democratic society.</li> <li>● Engage in active listening and civil discourse about conflicting political ideologies or viewpoints necessary in a democratic society.</li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● chapter questions, exit tickets, vocabulary activities, small groups work</li> <li>● New Jersey Capital workbook</li> <li>● Constitution comparison</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Unit assessment</li> </ul> <p><b>Alternative Assessment</b></p> <ul style="list-style-type: none"> <li>● Performance Assessment: students engage in preparing and presenting</li> </ul>

<p>and quantitative data to propose or defend a public policy related to climate change.</p> <p><b>6.3.8.CivicsPR.5:</b> Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society</p> <p><b>6.3.8.CivicsPR.7:</b> Compare how ideas become laws at the local, state and national level.</p> <p><b>6.1.8HistorySE.3.a:</b> Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p> <p><b>6.3.8.CivicsPI.1:</b> Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p> <p><b>6.3.8.CivicsPI.2:</b> Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship.)</p> <p><b>6.3.8.CivicsPI.3:</b> Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as</p>	<ul style="list-style-type: none"> <li>● Understand sources of conflict and how conflicts may be resolved</li> <li>● peacefully.</li> <li>● Determine strategies that can help incorporate multiple perspectives into civil discourse.</li> <li>● Understand why respect for diverse perspectives is a crucial component</li> <li>● Practice Media Literacy Skills : determine the accuracy of what you read and view</li> </ul> <p>THE ROLE OF THE CITIZEN (5 weeks)</p> <ul style="list-style-type: none"> <li>● Develop the skills needed to be active members and supporters of the communities.</li> <li>● Understand the rights and responsibilities of citizenship.</li> <li>● Understand State and Local Government:New Jersey State government: Governor, Legislature and Judiciary, New Jersey municipal government, New Jersey school districts, and New Jersey counties</li> <li>● Determine issues that are important to be addressed at the local, state, national and/or global level.</li> <li>● identify one day a week for six weeks, while the remaining</li> <li>● Four days a week are dedicated to examining how well the United States has met its ideals as set forth in the Preamble to the U.S. Constitution.</li> <li>● Understand why civic engagement is critical for a democratic society.</li> <li>● Understand what might happen if citizens do not participate in democratic government at the local, state, or federal</li> <li>● Levels.</li> <li>● Explore what individuals can do to help ensure that the American experiment with democracy continues.</li> <li>● Determine how civic participation helps our democracy evolve.</li> <li>● Understand the benefits of civic participation in a democracy.</li> </ul>	<p>their class plan to improve their community at the local, state or national level to the actual legislative body or executive agency with the authority to make the change that the project requests.</p>
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a way to gain support for addressing the issue.

**6.3.8.CivicsPI.4:** Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.

**6.3.8.CivicsPD.1:** Deliberate on a public issue affecting an upcoming election, consider opposing arguments and develop a reasoned conclusion.

**6.3.8.CivicsPD2:** Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

**6.3.8.CivicsPD.3:** Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

**6.3.8.CivicsDP.1:** Identify an issue of inequality, develop multiple solutions and communicate the best one to an appropriate governmental body.

**ELA Companion Standards**

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*PowerPoints, lesson plans, biographies, interactive maps, timelines, and primary source documents to facilitate interdisciplinary connections.*

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<p>objective, possessive).  <b>L.6.1.b.:</b> Use intensive pronouns (e.g., myself, ourselves).  <b>L.6.1.c.:</b> Recognize and correct inappropriate shifts in pronoun number and person.  <b>L.6.1.d.:</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  <b>L.6.1.e.:</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  <b>L.6.3.:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <b>L.6.3.a.:</b> Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p>		
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Financial Literacy		
	<b>Unit 9: Financial Literacy- Credit and Debit Management</b>	<b>Pacing: 6-9 weeks</b>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the benefits to using a debit card over a credit card?</li> <li>• How does a salary impact your future financial situation?</li> </ul>	
Standards	Knowledge/Skills	
<p><b>9.1.8.CDM.1:</b> Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.  <b>9.1.8.CDM.2:</b> Demonstrate an</p>	<ul style="list-style-type: none"> <li>• Balance a check register.</li> <li>• Compare the costs and features of a checking account and debit card .</li> <li>• Describe the information on a credit report, the value of a report to lenders, and why it is important to have a positive credit history.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Summative:</b> Observation, interim quizzed, completed work</li> <li>• <b>Summative:</b> Unit Assessment</li> </ul>

understanding of the terminology associated with different types of credit.

**9.1.8.CP.3:** Explain the purpose of a credit score and credit record, the factors and impact of credit scores.

**9.1.8.CP.4:** Summarize borrower's credit report rights.

**9.1.12.CP.1:** Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.

**9.1.12.CP.2:** Identify the advantages of maintaining a positive credit history.

**9.1.12.CP.3:** Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.

**9.1.12.CP.4:** Identify the skill sets needed to build and maintain a positive credit profile.

**9.1.12.CP.5:** Create a plan to improve and maintain an excellent credit rating.

**9.1.8.FI.1:** Identify the factors to consider when selecting various financial service providers.

**9.1.8.FI.2:** Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).

**9.1.8.FI.3:** Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.

- Explain the methods of payment for college.
  - Compare the annual salary of various careers and the impact over a lifetime career.
  - New Vocabulary: checking account, credit, debit, credit report, deposit, grant, interest
- TREP\$
- engaging project-based learning experience
  - creatively integrates entrepreneurship education with the authentic opportunity to apply business, academic, and life skills.
  - During the workshops, the classroom takes on a professional environment as students are encouraged to develop leadership skills, practice critical thinking, solve problems creatively, demonstrate economic concepts, become risk takers, learn from the business community, and begin planning their own businesses.
    - Budgeting
    - Development costs
    - Profit margin
    - Cost per item
    -
  - TREP\$ is a situation where it is possible for all students to succeed.
  - TREP\$ rewards those students with passion, determination, and a strong work ethic to become entrepreneurs.

- **Benchmark:** Freckle Benchmark A - D
- **Alternative:**
  - Design a budget using a balanced sheet for college savings.
  - TREP\$ participation

**9.1.8.FI.4:** Analyze the interest rates and fees associated with financial products.

**9.2.8.CAP.6:** Compare the costs of postsecondary education with the potential increase in income from a career of choice.

**9.2.8.CAP.7:** Devise a strategy to minimize costs of postsecondary education.

**9.2.8.CAP.8:** Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

**9.2.8.CAP.9:** Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

**9.2.12.CAP.4:** Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

**9.1.8.CDM.1:** Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.

**9.1.8.CDM.2:** Demonstrate an understanding of the terminology associated with different types of credit.

**9.1.8.FI.1:** Identify the factors to consider when selecting various financial service providers.

**9.1.8.FI.2:** Determine the most appropriate use of various financial

<p>products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).</p> <p><b>8.FI.3:</b> Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.</p> <p><b>9.1.8.FI.4:</b> Analyze the interest rates and fees associated with financial products.</p>		
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<p><b>Appendix A</b></p>	<p><b>Core Instructional &amp; Supplemental Materials</b></p>	<p><b>Grade 6</b></p>
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<p><b>Texts</b>  Freckle Social Science Text (Social Studies curriculum)  <i>We the People</i> (Civics Text)</p> <p><b>Writing</b>  6 Traits of Writing  Writing rubrics <a href="https://educationnorthwest.org/sites/default/files/resources/traits-rubrics-3-12.pdf">https://educationnorthwest.org/sites/default/files/resources/traits-rubrics-3-12.pdf</a>  Writing Workshop <a href="https://www.unitsofstudy.com/framework">https://www.unitsofstudy.com/framework</a>  Purdue Owl <a href="https://owl.purdue.edu/">https://owl.purdue.edu/</a></p> <p><b>Language/Grammar</b>  Khan Academy <a href="https://www.khanacademy.org/teacher/dashboard">https://www.khanacademy.org/teacher/dashboard</a>  Interactive Grammar Notebook, Google Slides  Grammaropolis <a href="https://www.grammaropolis.com/">https://www.grammaropolis.com/</a>  Schoolhouse Rock <a href="https://www.youtube.com/channel/UC1yty6F-2neYfwE8xc1A72Q">https://www.youtube.com/channel/UC1yty6F-2neYfwE8xc1A72Q</a>  Interactive Grammar Notebook <a href="https://www.teacherspayteachers.com/Product/Greek-and-Latin-Roots-Interactive-Notebook-1521669">https://www.teacherspayteachers.com/Product/Greek-and-Latin-Roots-Interactive-Notebook-1521669</a>  <a href="https://www.teacherspayteachers.com/Product/Back-to-School-Greek-and-Latin-Root-Words-Bundle-Books-1-2-962135">https://www.teacherspayteachers.com/Product/Back-to-School-Greek-and-Latin-Root-Words-Bundle-Books-1-2-962135</a></p> <p><b>iCivics: Lessons</b></p> <ul style="list-style-type: none"> <li>❖ The Enlightenment mini-lesson; John Locke and the Social Contract</li> <li>❖ Why Government? Contrast Hobbes and Locke - What is the difference between power and authority?</li> </ul>
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- ❖ Who Rules?
- ❖ Citizen me

#### **Center for Civic Education: Lessons**

- ❖ Common Welfare and Civic Virtue
- ❖ Why do we need a government?
- ❖

#### **NJ Center for Civic Education: Lessons**

- ❖ What is the “common good”?
- ❖ Why is civic virtue important in a democracy?
- ❖ What is the social contract? Social Contract Theory of Government
- ❖ Selecting a Public Policy Problem to Address
- ❖ Project Citizen
- ❖ Youth Participatory Action Research
- ❖ Generation Citizen
- ❖ Mikva Challenge
- ❖ What is the source of authority? What is meant by “consent of the governed”?
- ❖ What is majority rule and why is it important in a democracy?
- ❖ How can conflicts be resolved peacefully?
- ❖ Media Literacy
- ❖ What is Citizenship? What are the rights and responsibilities of Citizenship?
- ❖ What is public policy? What is civil society?

#### **Facing History: Lessons**

- ❖ The Rule of Law and Why it Matters
- ❖ Fostering Civil Discourse
- ❖ Time to Boost Media Literacy

#### **National Constitution Center: U.S. v. Nixon**

#### **Nation Public Radio: Lessons**

- ❖ Conflict and its Resolution
- ❖ StoryCorps Active Listening Activity

#### **State House Tour resources OR**

#### **Other**

- ❖ Magazine articles
- ❖ Classroom Library
- ❖ News articles
- ❖ Online articles
- ❖ Biography Texts

- ❖ Anchor Charts
- ❖ *Guided Reading*, Fountas and Pinnell
- ❖ Holocaust Curriculum <https://www.nj.gov/education/holocaust/curr/materials/grades5-8.shtml>
- ❖ Amistad Curriculum <https://www.nj.gov/education/amistad/>
- ❖ <https://www.ducksters.com>
- ❖ <https://nativeamericans.mrdonn.org/>
- ❖ <https://kids.britannica.com/>
- ❖ <https://www.worldbookonline.com/>
- ❖ <https://kids.nationalgeographic.com/>
- ❖

Appendix B	Technology Integration	Grade 6
Standards		
<p><b>8.2.8.ITH.1:</b> Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p><b>8.2.8.ITH.2:</b> Compare how technologies have influenced society over time.</p> <p><b>8.2.8.ITH.5:</b> Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p> <p><b>8.2.8.ITH.4:</b> Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p><b>8.2.8.ITH.3:</b> Evaluate the impact of sustainability on the development of a designed product or system.</p> <p><b>8.2.8.ETW.1:</b> Illustrate how a product is upcycled into a new product and analyze the short- and</p>	<p><b>Interaction of Technology and Humans</b></p> <ul style="list-style-type: none"> <li>● Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. (Units 1-6)</li> <li>● Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. (Units 1-7)</li> <li>● New needs and wants may create strains on local economies and workforces. (Units 1-7)</li> <li>● Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient. (Units 1-6)</li> </ul> <p><b>Effects of Technology on the Natural World</b></p> <ul style="list-style-type: none"> <li>● Resources need to be utilized wisely to have positive effects on the environment and society. Some technological decisions involve tradeoffs between environmental and economic needs, while others have positive effects for both the economy and environment (Units 1-7)</li> </ul>	



long-term benefits and costs.

**8.2.8.ETW.2:** Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).

**8.2.8.ETW.3:** Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

**8.2.8.ETW.4:** Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

**8.2.8.NT.1:** Examine a malfunctioning tool, product, or system and propose solutions to the problem.

**8.2.8.NT.2:** Analyze an existing technological product that has been repurposed for a different function.

**8.2.8.NT.3:** Examine a system, consider how each part relates to other parts, and redesign it for another purpose.

**8.2.8.NT.4:** Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

**8.2.8.EC.1:** Explain ethical issues that may arise from the use of new technologies.

**8.2.8.EC.2:** Examine the effects of ethical and unethical practices in product design and development.

### **Effects of Technology on the Natural World**

- Technology advances through the processes of innovation and invention which relies upon the imaginative and inventive nature of people. (Units 1-6)
- Sometimes a technology developed for one purpose is adapted to serve other purposes. (Units 1-7)
- Engineers use a systematic process of creating or modifying technologies that is fueled and constrained by physical laws, cultural norms, and economic resources. (Unit 3: Greece; Unit 4: Rome)
- Scientists use systematic investigation to understand the natural world. (Unit 3: Greece)

### **Ethics and Culture**

- Technological disparities have consequences for public health and prosperity. (Units 1-7)

### Mathematics

- Financial Literacy

**6.NS.B.4:** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express  $36 + 8$  as  $4(9 + 2)$ .

**6.NS.C.5:** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

**6.NS.C.7:** Understand ordering and absolute value of rational numbers.

**6.NS.C.7.c:** Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of  $-30$  dollars, write  $|-30| = 30$  to describe the size of the debt in dollars.

**6.NS.C.7.d:** Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than  $-30$  dollars represents a debt greater than 30 dollars.

### Standards

**9.4.8.CT.1:** Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

**9.4.8.CT.2:** Develop multiple solutions to a problem and evaluate

### Critical Thinking and Problem-solving

- Understand multiple solutions exist to solve a problem. (Unit 7: Civics)
- Reflect on why possible solutions for solving problems were or were not successful. (Unit 7: Civics)

short- and long-term effects to determine the most plausible option.

**9.4.8.CT.3:** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

**9.4.8.DC.1:** Analyze the resource citations in online materials for proper use.

**9.4.8.DC.3:** Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

**9.4.8.DC.4:** Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

**9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect.

**9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through

### **Digital Citizenship**

- Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. (Units 1-7: Google Slide presentations, expository essays, short answer questions, research projects).

### **Global and Cultural Awareness**

- To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors.
- Individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures. (Units 0-7: text analysis, subject presentations, class discussion, American Heritage Stories)

### **Information and Media Literacy**

- Learners are empowered to access, retrieve and produce well managed resources.
- Promotes inquiry learning as well as a deep understanding of target knowledge, skills or concepts.
- Pursue and create relevant information using the opportunities of high-quality materials.
- Includes a basic understanding of ethical use of information. (Units 1-7: expository essays, short answer writing,, research assignments, god/goddess presentation, slide presentations, citations)

active discussions to achieve a group goal.

**9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.

**9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.

**9.4.8.IML.6:** Identify subtle and overt messages based on the method of communication.

**9.4.8.IML.7:** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

**9.4.8.IML.9:** Distinguish between ethical and unethical uses of information and media.

**9.4.8.IML.11:** Predict the personal and community impact of online and social media activities.

**9.4.8.IML.12:** Use relevant tools to produce, publish, and deliver information supported with

### **Technology Literacy**

- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. (Slides presentations, writing assignments, god/goddess presentations)
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time. (Small group work, Google Classroom assignments).

evidence for an authentic audience.

**9.4.8.IML.13:** Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

**9.4.8.IML.14:** Analyze the role of media in delivering cultural, political, and other societal messages.

**9.4.8.IML.15:** Explain ways that individuals may experience the same media message differently.

**9.4.8.TL.2:** Gather data and digitally represent information to communicate a real-world problem

**9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

**9.4.8.TL.4:** Synthesize and publish information about a local or global issue or event

**9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

**Amistad Law:** N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law:** N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**Diversity & Inclusion:**

N.J.S.A. 18A:35-4.35-36 requires boards of education to include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender (LGBT) people in appropriate places in the middle school and high school curriculum. The law also requires boards of education to adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and LGBT people, where appropriate.

**Asian-American and Pacific Islander Mandate**

In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year. LEAs must seek the assistance of the Commission on Asian American Heritage in fulfilling the requirements of this legislation. Educators are encouraged to explore the recently released Diversity, Equity and Inclusion Educational Resources website to better support the inclusion of AAPI history and contributions. The Sample Activities and Lessons page features numerous AAPI-specific websites that provide educational resources and materials for consideration. Additionally, the NJDOE is planning professional development and training opportunities in the upcoming months to support the implementation of this legislation

	SPECIAL EDUCATION						
	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>SPECIAL EDUCATION</b>							
<b>CONTENT/MATERIAL</b>							
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide copy of class notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Adjust number of items student is expected to complete	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Allow extra time for task completion	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
Access to electronic text (e.g. Downloaded books)	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD or read aloud computer software	Y	Y	Y	Y	Y	Y	Y
Modified homework assignments (modify content, modify amount, as appropriate)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>ORGANIZATION</b>							
Assistance with organization of planner/schedule	Y	Y	Y	Y	Y	Y	Y
Assistance with organization of materials/notebooks	Y	Y	Y	Y	Y	Y	Y
Use a consistent daily routine	Y	Y	Y	Y	Y	Y	Y
Assist student in setting short-term goals	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>SPECIAL EDUCATION</b>							
Provide benchmarks for long-term assignments and/or projects	Y	Y	Y	Y	Y	Y	Y
Use of checklists	Y	Y	Y	Y	Y	Y	Y
Use of an assignment notebook or planner	Y	Y	Y	Y	Y	Y	Y
Check homework on a daily basis	Y	Y	Y	Y	Y	Y	Y
Provide timelines for work completion	Y	Y	Y	Y	Y	Y	Y
Develop monthly calendars with assignment due dates marked	Y	Y	Y	Y	Y	Y	Y
Provide organizational support through teacher websites	Y	Y	Y	Y	Y	Y	Y
Enlarge work space areas	Y	Y	Y	Y	Y	Y	Y
Provide organizers/study guides	Y	Y	Y	Y	Y	Y	Y
Require classroom notebooks and/or folders	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>INSTRUCTION</b>							
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Color code important information	Y	Y	Y	Y	Y	Y	Y
Simplify task directions	Y	Y	Y	Y	Y	Y	Y
Provide hands-on learning activities	Y	Y	Y	Y	Y	Y	Y
Provide modeling	Y	Y	Y	Y	Y	Y	Y
Provide guided instruction	Y	Y	Y	Y	Y	Y	Y
Modify pace of instruction to allow additional processing time	Y	Y	Y	Y	Y	Y	Y
Provide small group instruction	Y	Y	Y	Y	Y	Y	Y
Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)	Y	Y	Y	Y	Y	Y	Y
Provide outline in advance of lecture	Y	Y	Y	Y	Y	Y	Y



	<div style="display: flex; justify-content: space-between; font-size: small;"> <span>ELA</span> <span>MATH</span> <span>SCI</span> <span>SS</span> <span>HLTH &amp; PE</span> <span>WRLD LANG</span> <span>VIS &amp; PERF ARTS</span> </div>						
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>SPECIAL EDUCATION</b>							
Demonstrate directions and provide a model or example of completed task	Y	Y	Y	Y	Y	Y	Y
Emphasize multi-sensory presentation of data	Y	Y	Y	Y	Y	Y	Y
Encourage use of mnemonic devices	Y	Y	Y	Y	Y	Y	Y
Provide oral as well as written instructions/directions	Y	Y	Y	Y	Y	Y	Y
Allow for repetition and/or clarification of directions, as needed	Y	Y	Y	Y	Y	Y	Y
Reinforce visual directions with verbal cues	Y	Y	Y	Y	Y	Y	Y
Give direct and uncomplicated directions	Y	Y	Y	Y	Y	Y	Y
Orient to task and provide support to complete task	Y	Y	Y	Y	Y	Y	Y
Provide easier tasks first	Y	Y	Y	Y	Y	Y	Y
Help to develop metacognitive skills (self-talk and self-correction)	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified or reworded	Y	Y	Y	Y	Y	Y	Y
Have student demonstrate understanding of instructions/task before beginning assignment	Y	Y	Y	Y	Y	Y	Y
Allow wait time for processing before calling on student for response	Y	Y	Y	Y	Y	Y	Y
Read directions aloud	Y	Y	Y	Y	Y	Y	Y
Administer work in small segments	Y	Y	Y	Y	Y	Y	Y
Provide visual models of completed tasks	Y	Y	Y	Y	Y	Y	Y
Give verbal as well as written directions	Y	Y	Y	Y	Y	Y	Y
Use interests to increase motivation	Y	Y	Y	Y	Y	Y	Y
Use marker (e.g. index card, ruler) for visual tracking	Y	Y	Y	Y	Y	Y	Y
Enlarge print	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>ASSESSMENT</b>							
Modified grading	Y	Y	Y	Y	Y	Y	Y





	SPECIAL EDUCATION						
	ELA	MATH	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Discuss behavioral issues privately with student	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for peer interactions	Y	Y	Y	Y	Y	Y	Y
Utilize student in development of tasks/goals	Y	Y	Y	Y	Y	Y	Y
Encourage student to self-advocate	Y	Y	Y	Y	Y	Y	Y
Minimize negative behavior	Y	Y	Y	Y	Y	Y	Y
Present alternatives to negative behavior	Y	Y	Y	Y	Y	Y	Y
Establish positive scripts	Y	Y	Y	Y	Y	Y	Y
Desensitize student to anxiety causing events	Y	Y	Y	Y	Y	Y	Y
Monitor for overload, excess stimuli	Y	Y	Y	Y	Y	Y	Y
Identify triggers	Y	Y	Y	Y	Y	Y	Y
Help student manage antecedents	Y	Y	Y	Y	Y	Y	Y
Develop signal for when break is needed	Y	Y	Y	Y	Y	Y	Y
Give student choices to allow control	Y	Y	Y	Y	Y	Y	Y
Provide positive reinforcement	Y	Y	Y	Y	Y	Y	Y
Provide consistent praise to elevate self-esteem	Y	Y	Y	Y	Y	Y	Y
Model and role play problem solving	Y	Y	Y	Y	Y	Y	Y
Provide counseling	Y	Y	Y	Y	Y	Y	Y
Use social skills group to teach skills and provide feedback	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
<b>ENGLISH LANGUAGE LEARNERS</b>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>GRADING</b>							
<a href="#">Standard Grades vs Pass/Fail</a>	Y	Y	Y	Y	Y	Y	Y
<b>CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT</b>							
<a href="#">PreK-K WIDA CAN DO Descriptors</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Grades 1-2 WIDA CAN DO Descriptors</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Grades 3-5 WIDA CAN DO Descriptors</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Grades 6-8 WIDA CAN DO Descriptors</a>	Y	Y	Y	Y	Y	Y	Y
<b>SIOP COMPONENTS AND FEATURES</b>							
<b>PREPARATION</b>							
Write content objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Write language objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Choose content concepts appropriate for age and educational background levels of students	Y	Y	Y	Y	Y	Y	Y
Identify supplementary materials to use	Y	Y	Y	Y	Y	Y	Y
Adapt content to all levels of students proficiency	Y	Y	Y	Y	Y	Y	Y
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking	Y	Y	Y	Y	Y	Y	Y
<b>BUILDING BACKGROUND</b>							
Explicitly link concepts to students' backgrounds and experiences	Y	Y	Y	Y	Y	Y	Y
Explicitly link past learning and new concepts	Y	Y	Y	Y	Y	Y	Y
Emphasize key vocabulary for students	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
<u>ENGLISH LANGUAGE LEARNERS</u>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Y	Y	Y	Y	Y	Y	Y
<b>COMPREHENSIBLE INPUT</b>							
Use speech appropriate for students' proficiency level	Y	Y	Y	Y	Y	Y	Y
Explain academics tasks clearly	Y	Y	Y	Y	Y	Y	Y
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>STRATEGIES</b>							
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)	Y	Y	Y	Y	Y	Y	Y
<a href="#">Use scaffolding techniques consistently throughout lesson</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</a>	Y	Y	Y	Y	Y	Y	Y
<b>INTERACTION</b>							
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses	Y	Y	Y	Y	Y	Y	Y
Use group configurations that support language and content objectives of the lesson	Y	Y	Y	Y	Y	Y	Y
Provide sufficient wait time for student responses consistently	Y	Y	Y	Y	Y	Y	Y
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text	Y	Y	Y	Y	Y	Y	Y
<b>PRACTICE/APPLICATION</b>							

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
<u>ENGLISH LANGUAGE LEARNERS</u>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge	Y	Y	Y	Y	Y	Y	Y
Provide activities for students to apply content and language knowledge in the classroom	Y	Y	Y	Y	Y	Y	Y
Provide activities that integrate all language skills	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>LESSON DELIVERY</b>							
Support content objectives clearly	Y	Y	Y	Y	Y	Y	Y
Support language objectives clearly	Y	Y	Y	Y	Y	Y	Y
Engage students approximately 90-100% of the period	Y	Y	Y	Y	Y	Y	Y
Pace the lesson appropriately to the students' ability level	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
<b>REVIEW/EVALUATION</b>							
Give a comprehensive review of key vocabulary	Y	Y	Y	Y	Y	Y	Y
Give a comprehensive review of key content concepts	Y	Y	Y	Y	Y	Y	Y
Provide feedback to students regularly on their output	Y	Y	Y	Y	Y	Y	Y
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives	Y	Y	Y	Y	Y	Y	Y

<a href="#"><u>STUDENTS AT RISK OF SCHOOL FAILURE (I&amp;RS Resource Manual)</u></a>	ELA		MATH		SCI		SS		WRLD LANG		HLTH & PE		VIS & PERF ARTS	
	K-6	K-6	K-6	K-6	K-6	K-6	K-6	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>ACADEMICS</b>														
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Prompt before directions/questions are verbalized with visual cue between teacher and student	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Task list laminated and placed on desk for classroom routines and organization	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sustained working time connected to reward (If/Then statement)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A



<a href="#"><u>STUDENTS AT RISK OF SCHOOL FAILURE (I&amp;RS Resource Manual)</u></a>	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
Provide models/organizers to break down independent tasks	Y	Y	Y	Y	Y	Y	Y
Access to electronic text (e.g. Downloaded books)	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD, or read aloud computer software	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for using a Chromebook as well as assistive technologies	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Adjust activity, length of assignment, and/or number of problems, including homework	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)	Y	N/A	Y	Y	Y	Y	Y
Rubric-based checklist	Y	Y	Y	Y	Y	Y	Y
Target specific number of details and focus on organization with post-its	Y	Y	Y	Y	Y	Y	Y
Accept late work/homework without penalty	Y	Y	Y	Y	Y	Y	Y
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)	Y	Y	Y	Y	Y	Y	Y
<b>SOCIAL/EMOTIONAL</b>							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with social worker	Y	Y	Y	Y	Y	Y	Y

<a href="#"><u>STUDENTS AT RISK OF SCHOOL FAILURE (I&amp;RS Resource Manual)</u></a>	HLTH & PE							VIS & PERF ARTS
	ELA	MATH	SCI	SS	WRLD LANG	PE		
	K-6	K-6	K-6	K-6	K-6	K-6	K-6	
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y	
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y	
Provide short breaks	Y	Y	Y	Y	Y	Y	Y	
Attendance plan	Y	Y	Y	Y	Y	Y	Y	
Communication with parents	Y	Y	Y	Y	Y	Y	Y	
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y	
Counseling check-ins	Y	Y	Y	Y	Y	Y	Y	
Praise whenever possible	Y	Y	Y	Y	Y	Y	Y	
	Y	Y	Y	Y	Y	Y	Y	
<b>ATTENTION/FOCUS</b>								
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y	
Preferential seating	Y	Y	Y	Y	Y	Y	Y	
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y	
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y	
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y	
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y	
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y	
Use study carrel	Y	Y	Y	Y	Y	Y	Y	
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y	
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y	
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y	
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y	
Group directions 1 step at a time	Y	Y	Y	Y	Y	Y	Y	
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y	
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y	

<a href="#">STUDENTS AT RISK OF SCHOOL FAILURE (I&amp;RS Resource Manual)</a>	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Extended time on assignments/assessments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Permit the use of headphones while working	Y	Y	Y	Y	Y	Y	Y

<b>GIFTED AND TALENTED STUDENTS</b>	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>CURRICULUM</b>							
<a href="#">Acceleration</a>	Y	Y	Y	Y	Y	Y	Y
<a href="#">Compacting</a>	Y	Y	Y	Y	Y	Y	Y
<b>INSTRUCTION</b>							
<a href="#">Grouping</a>	Y	Y	Y	Y	Y	Y	Y
Independent Study	Y	Y	Y	Y	Y	Y	Y
Differentiated Conferencing	Y	Y	Y	Y	Y	Y	Y
Project-Based Learning	Y	Y	Y	Y	Y	Y	Y
Competitions	Y	Y	Y	Y	Y	Y	Y
Differentiated Instruction	Y	Y	Y	Y	Y	Y	Y
Summer Work	Y	Y	Y	Y	Y	Y	Y
Parent Communication	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>ACADEMICS</b>							
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide enlarged copies of notes/textbooks	Y	Y	Y	Y	Y	Y	Y
Access to notes ahead of time	Y	Y	Y	Y	Y	Y	Y
Provide a print out of weekly assignments	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD, read aloud computer software, or electronic text	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for using a Chromebook as well as assistive technologies	Y	Y	Y	Y	Y	Y	Y
Use of closed captioned videos/film/television	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>STUDENTS WITH 504 PLANS</b>							
Modify schedule	Y	Y	Y	Y	Y	Y	Y
Modify deadlines	Y	Y	Y	Y	Y	Y	Y
Adjust activity, length of assignment, and/or number of problems, including homework	Y	Y	Y	Y	Y	Y	Y
Modification in grading system	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Recommended use of Tutorial Center/Extra help from teachers	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
<b>ASSESSMENTS</b>							
Utilize dictionary on assessments	Y	Y	Y	Y	Y	Y	Y
Use paper-based assessments or assignments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide oral assessments	Y	Y	Y	Y	Y	Y	Y
Permission to elaborate orally on written assessments	Y	Y	Y	Y	Y	Y	Y
Permit use of scrap paper on assessments	Y	Y	Y	Y	Y	Y	Y
Permit to write directly on assessments in lieu of using Scantron forms	Y	Y	Y	Y	Y	Y	Y

	HLTH & PE VIS & PERF ARTS						
	ELA	MATH	SCI	SS	WRLD LANG	PE	ARTS
<b>STUDENTS WITH 504 PLANS</b>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Option to retake assessments	Y	Y	Y	Y	Y	Y	Y
Provide a study guide	Y	Y	Y	Y	Y	Y	Y
Modify spatial layout of assessments	Y	Y	Y	Y	Y	Y	Y
<b>SOCIAL/EMOTIONAL</b>							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with guidance counselor	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Provide short breaks	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Behavior management system	Y	Y	Y	Y	Y	Y	Y
<b>ATTENTION/FOCUS</b>							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>STUDENTS WITH 504 PLANS</b>							
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
Group directions 1 step at a time	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Extended time on assignments/assessments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
<b>PHYSICAL</b>							
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant personnel with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>STUDENTS WITH 504 PLANS</b>							
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Use of alternative settings	Y	Y	Y	Y	Y	Y	Y
Excessive physical activities kept to a minimum	Y	Y	Y	Y	Y	Y	Y
Excused from activities that affect presenting issue	Y	Y	Y	Y	Y	Y	Y
Include in emergency plans of presenting issue	Y	Y	Y	Y	Y	Y	Y
Allow use of assistive devices	Y	Y	Y	Y	Y	Y	Y
Monitor presenting issue	Y	Y	Y	Y	Y	Y	Y

	ELA	MATH	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
<b>CAREER EDUCATION</b>							
<b>CRP1.</b> Act as a responsible and contributing citizen and employee.	Y	Y	Y	Y	Y	Y	Y
<b>CRP2.</b> Apply appropriate academic and technical skills.	Y	Y	Y	Y	Y	Y	Y
<b>CRP3.</b> Attend to personal health and financial well-being.	Y	Y	Y	Y	Y	Y	Y
<b>CRP4.</b> Communicate clearly and effectively and with reason.	Y	Y	Y	Y	Y	Y	Y
<b>CRP5.</b> Consider the environmental, social and economic impacts of decisions.	Y	Y	Y	Y	Y	Y	Y
<b>CRP6.</b> Demonstrate creativity and innovation.	Y	Y	Y	Y	Y	Y	Y
<b>CRP7.</b> Employ valid and reliable research strategies.	Y	Y	Y	Y	Y	Y	Y
<b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.	Y	Y	Y	Y	Y	Y	Y
<b>CRP9.</b> Model integrity, ethical leadership and effective management.	Y	Y	Y	Y	Y	Y	Y
<b>CRP10.</b> Plan education and career paths aligned to personal goals.	Y	Y	Y	Y	Y	Y	Y
<b>CRP11.</b> Use technology to enhance productivity.	Y	Y	Y	Y	Y	Y	Y



**CRP12.** Work productively in teams while using cultural global competence.

Y

Y

Y

Y

Y

Y

Y