

Regional Social Studies Curriculum Guide

DEVELOPED BY AND FOR:

**THE REGIONAL DISTRICTS OF
FRANKFORD, LAFAYETTE, AND
SUSSEX-WANTAGE SCHOOLS**

2011

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PHILOSOPHY

Social Studies is the integrated study of the social sciences and humanities in order to promote civic competence, patriotism, and the values of our American heritage. A well-articulated K-8 Social Studies program should include a coordinated, systematic study of civics, U.S. and World History, economics, geography, and cultures of the past and present.

Our vision as educators is to provide solid content, student-centered instructional methods, and varied assessment. This will include research-based strategies and teacher-designed classroom activities fostering critical thinking.

Our democratic society is one of continuity and change, diversity and commonality, adversity and opportunity. Such a society needs knowledgeable, thoughtful, and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens.

Social Studies

Scope and Sequence

Revised CCCS 2009

Kindergarten	First	Second	Third	Fourth
<ul style="list-style-type: none"> • Communities and Citizenship • Celebrations • Geography and Transportation 	<ul style="list-style-type: none"> • Our Country • Myself and My Community • Economics 	<ul style="list-style-type: none"> • Communities • World Around Us • We the People • Economics and Society 	<ul style="list-style-type: none"> • Current Events • Economics • Geography • Government • History 	<ul style="list-style-type: none"> • Current Events • Civics, Government and Human Rights • Economics, Innovation and Technology • Geography of New Jersey • History, Culture and Perspectives

New Jersey Holocaust Curriculum

In compliance with the NJ Commission on Holocaust Education and the New Jersey Core Curriculum Content Social Studies Standards, it is expected that teachers familiarize themselves with the Holocaust Curriculum Guide. The Holocaust and other genocides are to be taught and infused wherever appropriate in the Social Studies and Language Arts curricula.

Rationale

It is our goal in preparing this curriculum guide to help our students develop a positive self image, behave as responsible individuals, and accept differences. We need to give our children the tools to challenge the forms of prejudice and discrimination that confront all of us. Prejudice needs to be understood in all its dimensions and implications. The Holocaust and continuing genocides are prejudice in its most extreme form.

The Holocaust raises the most serious questions and concerns about the nature of human behavior and the roles of the perpetrator, the bystander, and the victim. We need to examine the complex human values that lead to choices in behavior and the consequences of these choices.

As teachers, we can help influence the development of our students' social attitudes and values. Children in grades K-8 are flexible and relatively open to new relationships and experiences. They are receptive to learning about cultural, racial, ethnic, and religious differences in our society and how we can be enriched by each other's strengths and differences. It is important to develop tolerance, cooperation, understanding, and acceptance in our students so they will become more empathetic and humane adults.

The various classroom lessons and activities are aimed at raising the level of awareness and developing critical thinking skills and problem solving techniques through dilemmas, readings, and discussions. These activities are recommended for the elementary and middle school years. The teacher should decide which lessons are appropriate for his/her time frame and the maturity level of the student.

It is our hope that the students will be able to function more sensitively and thoughtfully in this diverse society. Change is not easy; but through our efforts, we can challenge our students to make choices of behavior that will be beneficial in creating a positive society where they can make a difference in establishing a better world.

Caring Makes a Difference: A Curriculum Guide for Grades K-4

Lessons on Friendship, Respect, and Tolerance

Prepared by Curriculum Committee Members

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New Jersey Commission on Holocaust Education

Website for Holocaust Curriculum:

<http://www.state.nj.us/njded/holocaust/curriculum/index.html>

INSTRUCTIONAL UNITS

K - 4

KINDERGARTEN

Grade Level: Kindergarten **Subject Area:** Social Studies **Topic:** Communities/Citizenship

Unit's Big Idea: Citizenship is how people live, work and play together.
NJCCCS 2009
Standard: 6.1 U.S. History: America in the World
Strand: 6.1.A Civics, Government, and Human Rights
Standard: 6.3 Active Citizenship in the 21st Century
Strand: 6.3.A Civics, Government, and Human Rights

Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.A.1 Rules and laws are developed to protect people's rights and security and welfare of society.	6.1.4.A.1 Explain how rules and laws created by community, state and national government protect the rights of people, help resolve conflicts and promote the common good.	How do we live, work and play together? What makes a good rule or law?	Citizenship begins with becoming a contributing member of the classroom community. Everyone is part of a larger neighborhood and community. Evaluate what makes a good rule or law.
6.3.4.A.1 Active citizens in the 21st century: <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	6.3.4.A.1 Evaluate what makes a good rule or law.		

<p>Assessments: What are you teaching toward?</p> <ul style="list-style-type: none"> - class discussion - projects - teacher made - teacher observation 	<p>Suggested Activities: Lesson Plans/Daily Activities</p> <ul style="list-style-type: none"> - field trips - fiction/non-fictional texts - projects - guest speakers - develop class rules - character education activities 	<p>Resources: To work toward assessment goal</p> <ul style="list-style-type: none"> - texts - internet - community resources - Reading Street resources
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21st Century Themes				
Global Awareness Literacy None applicable	Financial, Economic, Business and Entrepreneurial Literacy	Civil Literacy Exercising the rights and obligations of citizenship at local, state, national and global levels	Health Literacy None applicable	Environmental Literacy None applicable
21st Century Skills				
Creativity and Innovation Think Creatively <ul style="list-style-type: none"> • Use a wide range of idea creation techniques (such as brainstorming) • Create new and worthwhile ideas (both incremental and radical concepts) • Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts Work Creatively with Others <ul style="list-style-type: none"> • Develop, implement and communicate new ideas to others effectively • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes 	Critical Thinking and Problem Solving Reason Effectively <ul style="list-style-type: none"> • Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation Use Systems Thinking <ul style="list-style-type: none"> • Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems Make Judgments and Decisions <ul style="list-style-type: none"> • Interpret information and draw conclusions based on the best analysis 	Communication and Collaboration Communicate Clearly <ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions • Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) • Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact Communicate effectively in <ul style="list-style-type: none"> • diverse environments (including multi-lingual) Collaborate with Others <ul style="list-style-type: none"> • Demonstrate ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work, and value the 	Information Literacy Access and Evaluate Information <ul style="list-style-type: none"> • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently Use and Manage Information <ul style="list-style-type: none"> • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information	

		individual contributions made by each team member	
Information, Communication and Technology Literacy Apply Technology Effectively <ul style="list-style-type: none"> Use technology as a tool to research, organize, evaluate and communicate information 	Life and Career Skills Flexibility And Adaptability <ul style="list-style-type: none"> adapt to change be flexible Initiative And Self-Direction <ul style="list-style-type: none"> work independently be self-directed learners Social And Cross-Cultural Skills <ul style="list-style-type: none"> interact effectively with others work effectively in diverse teams Productivity And Accountability <ul style="list-style-type: none"> manage projects produce results Leadership And Responsibility <ul style="list-style-type: none"> guide and lead others be responsible to others act responsibly with the interests of the larger community in mind 	Interdisciplinary Connections Reading Street	Media Literacy Analyze Media <ul style="list-style-type: none"> Understand both how and why media messages are constructed, and for what purposes Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media Create Media Products <ul style="list-style-type: none"> Understand and utilize the most appropriate media creation tools, characteristics and conventions Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Grade Level: Kindergarten Subject: Social Studies Topic: Celebrations			
Unit's Big Idea: Cultural Celebrations in America			
NJCCCS 2009 Standards			
Standard: 6.1 U.S. History: America in the World			
Strand: D. History, Culture, and Perspectives			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.D.17 Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	Why do we celebrate American holidays? How are other cultural celebrations similar/different than American celebrations?	Different cultures celebrate different holidays in different ways.

Assessments: What are you teaching toward? - class discussions - projects - teacher made - teacher observation	Suggested Activities: Lesson Plans/Daily Activities - holiday celebrations (foods, dress, traditions) - holiday stories - holiday projects	Resources: To work toward assessment goal - fiction/non-fictional texts - internet resources - community resources - Reading Street Resources
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21st Century Themes				
<p>Global Awareness Literacy</p> <ul style="list-style-type: none"> • Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts • Understanding other nations and cultures, including the use of non-English languages 	<p>Financial, Economic, Business and Entrepreneurial Literacy</p>	<p>Civil Literacy</p>	<p>Health Literacy</p>	<p>Environmental Literacy</p>
21st Century Skills				
<p>Creativity and Innovation</p> <p>Think Creatively</p> <ul style="list-style-type: none"> • Use a wide range of idea creation techniques (such as brainstorming) • Create new and worthwhile ideas (both incremental and radical concepts) • Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts <p>Work Creatively with Others</p> <ul style="list-style-type: none"> • Develop, implement and communicate new ideas to others effectively • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes 	<p>Critical Thinking and Problem Solving</p> <p>Reason Effectively</p> <ul style="list-style-type: none"> • Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation <p>Use Systems Thinking</p> <ul style="list-style-type: none"> • Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems <p>Make Judgments and Decisions</p> <ul style="list-style-type: none"> • Interpret information and draw conclusions based on the best analysis 	<p>Communication and Collaboration</p> <p>Communicate Clearly</p> <ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions • Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) • Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact <p>Communicate effectively in</p> <ul style="list-style-type: none"> • Diverse environments (including multi-lingual) <p>Collaborate with Others</p> <ul style="list-style-type: none"> • Demonstrate ability to work 	<p>Information Literacy</p> <p>Access and Evaluate Information</p> <ul style="list-style-type: none"> • Access information efficiently (time) and effectively (sources) • Evaluate information critically and competently <p>Use and Manage Information</p> <ul style="list-style-type: none"> • Use information accurately and creatively for the issue or problem at hand • Manage the flow of information from a wide variety of sources <p>Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information</p>	

		<p>effectively and respectfully with diverse teams</p> <ul style="list-style-type: none"> • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work, and value the individual contributions made by each team member 	
<p>Information, Communication and Technology Literacy</p> <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • Use technology as a tool to research, organize, evaluate and communicate information 	<p>Life and Career Skills</p> <p>Flexibility And Adaptability</p> <ul style="list-style-type: none"> • adapt to change • be flexible <p>Initiative And Self-Direction</p> <ul style="list-style-type: none"> • work independently • be self-directed learners <p>Social And Cross-Cultural Skills</p> <ul style="list-style-type: none"> • interact effectively with others • work effectively in diverse teams <p>Productivity And Accountability</p> <ul style="list-style-type: none"> • manage projects • produce results <p>Leadership And Responsibility</p> <ul style="list-style-type: none"> • guide and lead others • be responsible to others • act responsibly with the interests of the larger community in mind 	<p>Interdisciplinary Connections</p> <p>Reading Street</p>	<p>Media Literacy</p> <p>Analyze Media</p> <ul style="list-style-type: none"> • Understand both how and why media messages are constructed, and for what purposes • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media <p>Create Media Products</p> <ul style="list-style-type: none"> • Understand and utilize the most appropriate media creation tools, characteristics and conventions • Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Grade Level: Kindergarten Subject Area: Social Studies Topic: Geography and Transportation			
Unit's Big Idea: A regions' geography impacts the modes of transportation and how people live. NJCCCS 2009			
Standard: 6.1 U.S. History: America in the World			
Strand: B. Geography, People, and the Environment			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.B.1 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.	How do people get from here to there?	Identify modes of transportation. Identify elements of a map/globe (land/water). Understand that different regions of the world have an impact on how people live and work.

<p>Assessments: What are you teaching toward? -class discussion -teacher observations -projects -sorting modes of transportation -teacher made</p>	<p>Suggested Activities: Lesson Plans/Daily Activities - sorting and classifying transportation (land, water, air) - explore maps/globes and discuss their similarities and differences - color a map to show land/water</p>	<p>Resources: To work toward assessment goal - maps and globes - atlases - fiction/non-fictional texts - internet - transportation manipulatives (cars, trains, planes, etc.) - Reading Street Resources</p>
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21st Century Themes				
Global Awareness Literacy	Financial, Economic, Business and Entrepreneurial Literacy	Civil Literacy	Health Literacy	Environmental Literacy Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
21st Century Skills				
Creativity and Innovation <i>Think Creatively</i> <ul style="list-style-type: none"> Use a wide range of idea creation techniques (such as brainstorming) Create new and worthwhile ideas (both incremental and radical concepts) Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts <i>Work Creatively with Others</i> <ul style="list-style-type: none"> Develop, implement and communicate new ideas to others effectively Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas View failure as an opportunity to 	Critical Thinking and Problem Solving <i>Reason Effectively</i> <ul style="list-style-type: none"> Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation <i>Use Systems Thinking</i> <ul style="list-style-type: none"> Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems <i>Make Judgments and Decisions</i> <ul style="list-style-type: none"> Interpret information and draw conclusions based on the best analysis 	Communication and Collaboration <i>Communicate Clearly</i> <ul style="list-style-type: none"> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact Communicate effectively in diverse environments (including multi-lingual) <i>Collaborate with Others</i>	Information Literacy <i>Access and Evaluate Information</i> <ul style="list-style-type: none"> Access information efficiently (time) and effectively (sources) Evaluate information critically and competently <i>Use and Manage Information</i> <ul style="list-style-type: none"> Use information accurately and creatively for the issue or problem at hand Manage the flow of information from a wide variety of sources Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	

<p>learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</p>		<ul style="list-style-type: none"> • Demonstrate ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work, and value the individual contributions made by each team member 	
<p>Information, Communication and Technology Literacy <i>Apply Technology Effectively</i></p> <ul style="list-style-type: none"> • Use technology as a tool to research, organize, evaluate and communicate information 	<p>Life and Career Skills</p> <p>Flexibility And Adaptability</p> <ul style="list-style-type: none"> • adapt to change • be flexible <p>Initiative And Self-Direction</p> <ul style="list-style-type: none"> • work independently • be self-directed learners <p>Social And Cross-Cultural Skills</p> <ul style="list-style-type: none"> • interact effectively with others • work effectively in diverse teams <p>Productivity And Accountability</p> <ul style="list-style-type: none"> • manage projects • produce results <p>Leadership And Responsibility</p> <ul style="list-style-type: none"> • guide and lead others • be responsible to others 	<p>Interdisciplinary Connections</p> <p>Reading Street</p>	<p>Media Literacy</p> <p><i>Analyze Media</i></p> <ul style="list-style-type: none"> • Understand both how and why media messages are constructed, and for what purposes • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media <p><i>Create Media Products</i></p> <ul style="list-style-type: none"> • Understand and utilize the most appropriate media creation tools, characteristics and

	<ul style="list-style-type: none">• act responsibly with the interests of the larger community in mind		<p>conventions</p> <ul style="list-style-type: none">• Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments
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GRADE 1

Grade Level: First Grade Subject: Social Studies Topic: Our Country			
Unit's Big Idea: We become responsible citizens through our rules and laws that were made by important historical figures.			
NJCCCS 2009 Standards			
Standard: 6.1 U.S. History: America in the World			
Strand: A. Civics, Government, and Human Rights B. Geography, People, and the Environment D. History, Culture, and Perspectives			
Standard: 6.3 Active Citizenship in the 21 st Century			
Strand: A. Civics, Government, and Human Rights			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.A.1 Rules and laws are developed to protect people's rights and the security and welfare of society.	6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none"> • What would happen if we did not have rules or laws? • What are our responsibilities as American citizens? • How have historical figures and past events contributed to our country? 	<ul style="list-style-type: none"> • Rules and laws are necessary. • American citizens have rights and responsibilities. • Demonstrate an awareness of the following historical figures and events: <ul style="list-style-type: none"> - Dr. Martin Luther King, Jr. - Slavery - George Washington - Abraham Lincoln - Folklore heroes (ie. Johnny Appleseed, Paul Bunyan) - Harriet Tubman - Rosa Parks - Susan B. Anthony - Native Americans - Early settlers - Christopher Columbus - Veterans' Day - Memorial Day
6.1.4.A.2 The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.		
6.1.4.A.3 American constitutional government is based on principles of limited government, shared authority, fairness, and equality.	6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.		

<p>6.1.4.A.7 In a representative democracy, individuals elect representatives to act on the behalf of the people.</p>	<p>6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p>		
<p>6.1.4.A.10 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights</p>	<p>6.1.4.A.10 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights</p>		
<p>6.1.4.A.11 The United States democratic system requires active participation of its citizens.</p>	<p>6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p>		
<p>6.1.4.A.14 The world is comprised of nations that are similar to and different from the United States.</p>	<p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p>		
<p>6.1.4.B.1 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p>	<p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p>		
<p>6.1.4.D.1 Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</p>	<p>6.1.4.D.1 Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</p>		

<p>6.1.4.D.2 Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</p>	<p>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p>		
<p>6.1.4.D.4 Key historical events, documents, and individuals led to the development of our nation.</p>	<p>6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</p>		
<p>6.1.4.D.5 Key historical events, documents, and individuals led to the development of our nation.</p>	<p>6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.</p>		
<p>6.1.4.D.6 Key historical events, documents, and individuals led to the development of our nation.</p>	<p>6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p>		
<p>6.1.4.D.9 Key historical events, documents, and individuals led to the development of our nation.</p>	<p>6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p>		
<p>6.1.4.D.12 The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</p>	<p>6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p>		
<p>6.1.4.D.16 Prejudice and discrimination can be obstacles to understanding other cultures.</p>	<p>6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p>		

<p>6.1.4.D.17 Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p>	<p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>		
<p>6.3.4.A.1 Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	<p>6.3.4.A.1 Evaluate what makes a good rule or law.</p>		

Resources:	Assessments:	Suggested Activities:
Discovery Education Literature Movies Internet Resources	Participation in class discussions Related writing prompts Related projects	Lincoln log house project Make a mini-poster with some rules and laws Hold a class election Writing prompt – “What would you do if you were president?” Write a thank you letter to Dr. King Writing prompt – “How can you be a good American?” Native American feast Write with Native American symbols

21st Century Themes				
<p>Global Awareness Literacy</p> <ul style="list-style-type: none"> • Using 21st century skills to understand and address global issues 	<p>Financial, Economic, Business and Entrepreneurial Literacy</p> <ul style="list-style-type: none"> • Understanding the role of the economy in society 	<p>Civil Literacy</p> <ul style="list-style-type: none"> • Participating effectively in civic life through knowing how to stay informed and understanding governmental processes • Exercising the rights and obligations of citizenship at local, state, national and global levels • Understanding the local and global implications of civic decisions 	<p>Health Literacy</p> <p>None applicable</p>	<p>Environmental Literacy</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems • Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
21st Century Skills				
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> • Use a wide range of idea creation techniques (such as brainstorming) • Create new and worthwhile ideas (both incremental and radical concepts) • Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts • Develop, implement and communicate new ideas to others effectively • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process 	<p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation • Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems • Effectively analyze and evaluate evidence, arguments, claims and beliefs • Analyze and evaluate major alternative points of view • Identify and ask significant questions that clarify various points of view and 	<p>Communication and Collaboration</p> <ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions • Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) • Demonstrate ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to be helpful in making necessary 	<p>Information Literacy</p> <ul style="list-style-type: none"> • Manage the flow of information from a wide variety of sources 	

<p>of small successes and frequent mistakes</p>	<p>lead to better solutions</p> <p>Reflect critically on learning experiences and processes</p>	<p>compromises to accomplish a common goal</p> <ul style="list-style-type: none"> • Assume shared responsibility for collaborative work, and value the individual contributions made by each team member 	
<p>Information, Communication and Technology Literacy</p> <ul style="list-style-type: none"> • Use technology as a tool to research, organize, evaluate and communicate information 	<p>Life and Career Skills</p> <ul style="list-style-type: none"> • Adapt to Change • Be Flexible • Manage Goals and Time • Work Independently • Be Self-directed Learners • Interact Effectively with Others • Work Effectively in Diverse Teams • Manage Projects • Produce Results • Guide and Lead Others • Be Responsible to Others 	<p>Interdisciplinary Connections</p>	<p>Media Literacy</p> <ul style="list-style-type: none"> • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

Grade Level: First Grade **Subject:** Social Studies **Topic:** Myself and My Community

Unit's Big Idea: A community is a place where people live, work, and share cultural traditions

NJCCCS 2009 Standard

Standard: 6.1 U.S. History: America in the World

Strand: **A. Civics, Government, and Human Rights**
 B. Geography, People, and the Environment
 D. History, Culture, and Perspectives

Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
<p>6.1.4.A.15 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</p>	<p>6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p>	<ul style="list-style-type: none"> • What are your cultural traditions? • How are your cultural traditions different from those of others? • How can maps help you? • What makes a community? 	<ul style="list-style-type: none"> • Cultural traditions vary with each family and place. • Maps can be used to locate places. • A community is a place where people live and work together.

<p>6.1.4.B.1 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p>	<p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p>
<p>6.1.4.D.11 Personal, family, and community history is a source of information for individuals about the people and places around them.</p>	<p>6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.</p>
<p>6.1.4.D.13 Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people</p>	<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>
<p>6.1.4.D.15 Cultures struggle to maintain traditions in a changing society.</p>	<p>6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p>
<p>6.1.4.D.18 The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.</p>	<p>6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</p>
<p>6.1.4.D.20 People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</p>	<p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>

Resources:	Assessments:	Suggested Activities:
<p>Discovery Education Literature Textbook Internet Resources Weekly Reader</p>	<p>Participation in class discussions</p> <p>Venn diagram to compare and contrast cultural traditions</p> <p>Map identification</p> <p>List community helpers</p> <p>Writing assignment to describe family traditions</p>	<p>Identify points and areas on maps</p> <p>Use map key and its symbols to locate and identify points or areas on maps</p> <p>Design your own classroom/neighborhood map</p> <p>Create a graph to represent how many people are in each family</p> <p>Interview community helpers</p> <p>Guest speakers</p>

21st Century Themes				
<p>Global Awareness Literacy</p> <ul style="list-style-type: none"> • Using 21st century skills to understand and address global issues • Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts • Understanding other nations and cultures, including the use of non-English languages 	<p>Financial, Economic, Business and Entrepreneurial Literacy</p> <ul style="list-style-type: none"> • Knowing how to make appropriate personal economic choices • Understanding the role of the economy in society 	<p>Civil Literacy</p> <p>None applicable</p>	<p>Health Literacy</p> <ul style="list-style-type: none"> • Establishing and monitoring personal and family health goals • Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction 	<p>Environmental Literacy</p> <p>None applicable</p>
21st Century Skills				
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> • Use a wide range of idea creation techniques (such as brainstorming) • Create new and worthwhile ideas (both incremental and radical concepts) • Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts • Develop, implement and communicate new ideas to others effectively • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes 	<p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation • Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems • Effectively analyze and evaluate evidence, arguments, claims and beliefs • Analyze and evaluate major alternative points of view • Identify and ask significant questions that clarify various points of view and lead to better solutions 	<p>Communication and Collaboration</p> <ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions • Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) • Demonstrate ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal 	<p>Information Literacy</p> <ul style="list-style-type: none"> • Manage the flow of information from a wide variety of sources 	

		<ul style="list-style-type: none"> • Assume shared responsibility for collaborative work, and value the individual contributions made by each team member 	
<p>Information, Communication and Technology Literacy</p> <ul style="list-style-type: none"> • Use technology as a tool to research, organize, evaluate and communicate information 	<p>Life and Career Skills</p> <ul style="list-style-type: none"> • Adapt to Change • Be Flexible • Manage Goals and Time • Work Independently • Be Self-directed Learners • Interact Effectively with Others • Work Effectively in Diverse Teams • Manage Projects • Produce Results • Guide and Lead Others • Be Responsible to Others 	<p>Interdisciplinary Connections</p>	<p>Media Literacy</p> <ul style="list-style-type: none"> • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

Grade Level: First Grade Subject: Social Studies Topic: Economics			
Unit's Big Idea: Economics play various roles in our society			
Standard: 6.1 U.S. History: America in the World			
Strand: C. Economics, Innovation, and Technology			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.C.2 People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	<ul style="list-style-type: none"> • How are wants and needs different? • How are producers and consumers different? • How are goods and services different? • How are wants/needs, producers/consumers, goods/services connected to our lives? • How does money impact your life? 	<ul style="list-style-type: none"> • Basic needs are food, water, clothing, and shelter. • A want is something that you would like to have. • Goods are things we buy or use. • Services are jobs that people do for others. • Producers make things that people use. • Consumers buy goods and services.
6.1.4.C.3 Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.3 Explain why incentives vary between and among producers and consumers.		
6.1.4.C.5 Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.		
6.1.4.C.10 Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.		

Resources:	Assessments:	Suggested Activities:
Discovery Education Literature Textbook Internet Resources Weekly Reader	Sorting wants and needs Identification of producers and consumers List goods and services	Create your own community based on wants/needs, goods/services Create a goods and services mobile Make a wish list, then cross off all of the wants and use this to discuss wants vs. needs

21st Century Themes				
<p>Global Awareness Literacy</p> <ul style="list-style-type: none"> • Using 21st century skills to understand and address global issues 	<p>Financial, Economic, Business and Entrepreneurial Literacy</p> <ul style="list-style-type: none"> • Knowing how to make appropriate personal economic choices • Understanding the role of the economy in society • Using entrepreneurial skills to enhance workplace productivity and career options 	<p>Civil Literacy</p> <p>None applicable</p>	<p>Health Literacy</p> <p>None applicable</p>	<p>Environmental Literacy</p> <p>None applicable</p>
21st Century Skills				
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> • Use a wide range of idea creation techniques (such as brainstorming) • Create new and worthwhile ideas (both incremental and radical concepts) • Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts • Develop, implement and communicate new ideas to others effectively • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes 	<p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation • Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems • Effectively analyze and evaluate evidence, arguments, claims and beliefs • Analyze and evaluate major alternative points of view • Identify and ask significant questions that clarify various points of view and lead to better solutions <p>Reflect critically on learning</p>	<p>Communication and Collaboration</p> <ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions • Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) • Demonstrate ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work, and value the individual contributions made by each team member 	<p>Information Literacy</p> <ul style="list-style-type: none"> • Manage the flow of information from a wide variety of sources 	

<p>Information, Communication and Technology Literacy</p> <ul style="list-style-type: none"> • Use technology as a tool to research, organize, evaluate and communicate information 	<p>Life and Career Skills</p> <ul style="list-style-type: none"> • Adapt to Change • Be Flexible • Manage Goals and Time • Work Independently • Be Self-directed Learners • Interact Effectively with Others • Work Effectively in Diverse Teams • Manage Projects • Produce Results • Guide and Lead Others • Be Responsible to Others 	<p>Interdisciplinary Connections</p>	<p>Media Literacy</p> <ul style="list-style-type: none"> • Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
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GRADE 2

Grade Level: Second Subject: Social Studies: Topic: Community			
Unit's Big Idea: Land and people make up a community. NJCCCS 2009 Standards Standard: 6.1 U.S. History: America in the World Strand: 6.1.A Civics, Government and Human Rights 6.1.B Geography, People, and the Environment 6.1.C Economics, Innovation, and Technology Standard: 6.3 Active Citizenship in the 21st century 6.3.A Civics, Government, and Human Rights			
Rationale	CPI's Objective	Essential Questions	Enduring Understanding
Content Statement	Students will be able to...		
6.1.4.A.1 Rules and laws are developed to protect people's rights and the security and welfare of society.	6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.	Where do I live? Why do we have rules and laws? How does where I live influence how I live? How are communities alike and how are they different?	My home is part of a bigger world, including my neighborhood, my community, my state, and my country.
6.1.4.A.8 In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.		
6.1.4.A.9 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.		
6.1.4.A.11 The United States democratic system requires active participation of its citizens.	6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.		

<p>6.1.4.A.15 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</p>	<p>6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p>		
<p>6.1.4.B.1 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p>	<p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p>		
<p>6.1.4.B.2 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p>	<p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p>		
<p>6.1.4.C.2 People make decisions based on their needs, wants, and the availability of resources.</p>	<p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>		
<p>6.1.4.C.6 Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes.</p>	<p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p>		
<p>6.1.4.C.14 Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p>	<p>6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.</p>		
<p>6.3.4.A.1 Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have 	<p>6.3.4.A.1 Evaluate what makes a good rule or law.</p>		

<p>different perspectives based on their beliefs, values, traditions, culture, and experiences.</p> <ul style="list-style-type: none">• Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.• Are aware of their relationships to people, places, and resources in the local community and beyond.• Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.• Develop strategies to reach consensus and resolve conflict.• Demonstrate understanding of the need for fairness and take appropriate action against unfairness.			
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<p>Assessments: What are you teaching toward?</p> <p>Class Projects Performance Tasks Tests Teacher-generated Written Response Tasks</p>	<p>Suggested Activities: Lesson Plans/Daily Activities</p>	<p>Resources: To work toward assessment goal</p> <p>Scott Foresman Grade 2 Social Studies Houghton Mifflin Grade 2 Social studies</p> <p>Websites: www.discoveryeducation.com www.brainpopjr.com www.enchantedlearning.com www.nationalgeographicforkids.com www.smarttech.com www.prometheanplanet.com</p> <p>Smartboard/PowerPoint Lessons Text Expository Non-Fiction Literature</p>
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21st Century Themes				
Global Awareness Literacy Using 21st century skills to understand and address global issues	Financial, Economic, Business and Entrepreneurial Literacy	Civil Literacy	Health Literacy	Environmental Literacy
21st Century Skills				
Creativity and Innovation Think Creatively Work Creatively with Others	Critical Thinking and Problem Solving Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation	Communication and Collaboration Communicate Clearly Collaborate with Others		Information Literacy
Information, Communication and Technology Literacy Accessing and managing information. Evaluating, managing, and analyzing information. Understanding, managing, and creating effective communication: orally, written, or using multimedia.	Life and Career Skills Interact Effectively with Others	Interdisciplinary Connections		Media Literacy Accessing and managing information. Evaluating, managing, and analyzing information. Understanding, managing, and creating effective communication: orally, written, or using multimedia.

Grade Level: Second Subject: Social Studies Topic: World Around You			
Unit's Big Idea: Landforms, climate, weather, and availability of resources impact where and how people live and work.			
NJCCCS 2009 Standards			
Standard: 6.1 U.S. History: America and the World			
Strand: B. Geography, People, and the Environment			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions Where do I live? Why are natural resources important? How does where I live influence how I live? What defines a continent? How is a globe different from a map? What are some different kinds of landforms and bodies of water? How can a map key and a compass rose help to read a map?	Enduring Understanding Landforms, bodies of water, climate, and weather impact where and how people live. Human interaction impacts the environment. Natural resources are essential for everyday life.
6.1.4.B.4 Places are jointly characterized by their physical and human properties.	6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.		
6.1.4.B.5 The physical environment can both accommodate and be endangered by human activities.	6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.		
6.1.4.B.8 Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.	6.1.4.B.8 Compare ways people choose to use and divide natural resources.		
6.1.4.B.9 Advancements in science and technology can have unintended consequences that impact individuals and/or societies.	6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.		

<p>Assessments: What are you teaching toward?</p> <p>Class Projects Performance Tasks Tests Teacher-Generated Written Response Tasks</p>	<p>Suggested Activities: Lesson Plans/Daily Activities</p>	<p>Resources: To work toward assessment goal</p> <p>Scott Foresman Grade 2 Social Studies Houghton Mifflin Grade 2 Social studies</p> <p>Websites: www.discoveryeducation.com www.brainpopjr.com www.enchantedlearning.com www.nationalgeographicforkids.com www.smarttech.com www.prometheanplanet.com</p> <p>Smartboard/PowerPoint Lessons Text Expository Non-Fiction Literature</p>
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21st Century Themes				
Global Awareness Literacy Using 21st century skills to understand and address global issues	Financial, Economic, Business and Entrepreneurial Literacy	Civil Literacy	Health Literacy	Environmental Literacy
21st Century Skills				
Creativity and Innovation Think Creatively Work Creatively with Others	Critical Thinking and Problem Solving Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation	Communication and Collaboration Communicate Clearly Collaborate with Others		Information Literacy
Information, Communication and Technology Literacy Accessing and managing information. Evaluating, managing, and analyzing information. Understanding, managing, and creating effective communication: orally, written, or using multimedia.	Life and Career Skills Interact Effectively with Others	Interdisciplinary Connections		Media Literacy Accessing and managing information. Evaluating, managing, and analyzing information. Understanding, managing, and creating effective communication: orally, written, or using multimedia.

Grade Level: Second Subject: Social Studies Topic: We the People			
Unit's Big Idea: Citizenship is the foundation of American Democracy.			
NJCCCS 2009 Standards			
Standard: 6.1 U.S. History: America in the World			
Strand: A. Civics, Government, and Human Rights			
 D. History, Culture, and Perspectives			
Standard: 6.3 Active citizenship in the 21st Century			
Strand: A. Civics, Government, and Human Rights			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions Why do we have rules and laws?	Enduring Understanding My home is part of a bigger world including my neighborhood, community, state, and my country.
6.1.4.A.1 Rules and laws are developed to protect people's rights and the security and welfare of society.	6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.	How does the past influence the present and the future? How does where I live influence how I live?	Society requires rules and laws to maintain fairness, respect, and justice.
6.1.4.A.2 The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.	How do fairness, equality, and the common good influence decisions made by our government? How does voting help citizens to participate in American government?	Individual and group efforts have shaped America. Various cultural traditions and heritages contribute to our nation's diversity. The struggle of the past becomes the freedom of today.
6.1.4.A.3 American constitutional government is based on principles of limited government, shared authority, fairness, and equality.	6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.		
6.1.4.A.4 There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to	6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.		

address specific issues and concerns.			
6.1.4.A.5 There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.		
6.1.4.A.6 There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	6.1.4.A.6 Explain how national and state governments share power in the federal system of government.		
6.1.4.A.8 In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.		
6.1.4.A.9 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.		
6.1.4.A.10 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.		
6.1.4.A.14 The world is comprised of nations that are similar to and different from the United States.	6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.		
6.1.4.A.15 In an interconnected world, it important to consider different cultural perspectives before proposing	6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to		

solutions to local, state, national, and global challenges.	community, state, national, and global challenges.		
6.1.4.D.1 Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.		
6.1.4.D.2 Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.		
6.1.4.D.5 Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.		
6.1.4.D.6 Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.		
6.1.4.D.10 Personal, family, and community history is a source of information for individuals about the people and places around them.	6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.		
6.1.4.D.11 Personal, family, and community history is a source of information for individuals about the people and places around them.	6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.		
6.1.4.D.13 Cultures include traditions, popular beliefs, and commonly held values,	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior		

ideas, and assumptions that are generally accepted by a particular group of people.	of people.		
6.1.4.D.14 American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.	6.1.4.D.14 Trace how the American identity evolved over time.		
6.1.4.D.15 Cultures struggle to maintain traditions in a changing society.	6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.		
6.1.4.D.17 Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.		
6.1.4.D.18 The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.	6.1.4.D.18 The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.		
6.1.4.D.19 People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.	6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.		
6.1.4.D.20 People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.	6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.		

<p>6.3.4.A.1 Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	<p>6.3.4.A.1 Evaluate what makes a good rule or law.</p>		
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<p>Assessments: What are you teaching toward?</p> <p>Class Projects Performance Tasks Tests Teacher-generated Written Response Tasks</p>	<p>Suggested Activities: Lesson Plans/Daily Activities</p>	<p>Resources: To work toward assessment goal</p> <p>Scott Foresman Grade 2 Social Studies Houghton Mifflin Grade 2 Social studies</p> <p>Websites: www.discoveryeducation.com www.brainpopjr.com www.enchantedlearning.com www.nationalgeographicforkids.com www.smarttech.com www.prometheanplanet.com</p> <p>Smartboard/PowerPoint Lessons Text Expository Non-Fiction Literature</p>
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21st Century Themes				
Global Awareness Literacy Using 21st century skills to understand and address global issues	Financial, Economic, Business and Entrepreneurial Literacy	Civil Literacy	Health Literacy	Environmental Literacy
21st Century Skills				
Creativity and Innovation Think Creatively Work Creatively with Others	Critical Thinking and Problem Solving Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation	Communication and Collaboration Communicate Clearly Collaborate with Others	Information Literacy	
Information, Communication and Technology Literacy Accessing and managing information. Evaluating, managing, and analyzing information. Understanding, managing, and creating effective communication: orally, written, or using multimedia.	Life and Career Skills Interact Effectively with Others	Interdisciplinary Connections	Media Literacy Accessing and managing information. Evaluating, managing, and analyzing information. Understanding, managing, and creating effective communication: orally, written, or using multimedia.	

Grade: Second Subject: Social Studies Topic: Economics and Society			
Unit's Big Idea: People earn, save, and spend money in different ways.			
NJCCCS 2009 Standards			
Standard: 6.1 U.S. History: America in the World			
Strand: C. Economics, Innovation, and Technology			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions What is the purpose of money?	Enduring Understanding Money serves different functions.
6.1.4.C.1 People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.	What is the difference between needs and wants? What are goods and services?	Different jobs produce goods and services necessary for daily life. Natural resources are essential for everyday life.
6.1.4.C.2 People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	How does access to resources affect daily life? How have changes in transportation and communication impacted our lives?	
6.1.4.C.3 Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.3 Explain why incentives vary between and among producers and consumers.		
6.1.4.C.4 Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.4 Describe how supply and demand influences price and output of products.		
6.1.4.C.5 Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.		
6.1.4.C.18 Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.	6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.		

<p>Assessments: What are you teaching toward?</p> <p>Class Projects Performance Tasks Tests Teacher-generated Written Response Tasks</p>	<p>Suggested Activities: Lesson Plans/Daily Activities</p>	<p>Resources: To work toward assessment goal</p> <p>Scott Foresman Grade 2 Social Studies Houghton Mifflin Grade 2 Social studies</p> <p>Websites: www.discoveryeducation.com www.brainpopjr.com www.enchantedlearning.com www.nationalgeographicforkids.com www.smarttech.com www.prometheanplanet.com</p> <p>Smartboard/PowerPoint Lessons Text Expository Non-Fiction Literature</p>
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21st Century Themes				
Global Awareness Literacy Using 21st century skills to understand and address global issues	Financial, Economic, Business and Entrepreneurial Literacy	Civil Literacy	Health Literacy	Environmental Literacy
21st Century Skills				
Creativity and Innovation Think Creatively Work Creatively with Others	Critical Thinking and Problem Solving Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation	Communication and Collaboration Communicate Clearly Collaborate with Others		Information Literacy
Information, Communication and Technology Literacy Accessing and managing information. Evaluating, managing, and analyzing information. Understanding, managing, and creating effective communication: orally, written, or using multimedia.	Life and Career Skills Interact Effectively with Others	Interdisciplinary Connections		Media Literacy Accessing and managing information. Evaluating, managing, and analyzing information. Understanding, managing, and creating effective communication: orally, written, or using multimedia.

GRADE 3

Grade Level: Third Subject: Social Studies Topic: Current Events			
Unit's Big Idea: NJCCCS 2009 Standards Standard: 6.1 U.S. History: America in the World Strand: A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives Standard: 6.3 Active Citizenship in the 21st Century Strand: A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.A.15 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	How do people of diverse cultures and different nations overcome community, state, national, and global challenges?	Global nations as well as local communities work together to overcome challenges.
6.1.4.A.16 In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.	How does human interaction impact the environment?	Human interaction can impact the environment both positively and negatively.
6.1.4.B.5 The physical environment can both accommodate and be endangered by human activities.	6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.	How do science and technology address environmental concerns?	Science and technology are used to identify and solve environmental concerns.
6.1.4.B.9 Advancements in science and technology can have unintended consequences that impact individuals	6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.	How has increased technology impacted the way people communicate on a global scale? How can we use knowledge of past	Communication that was once impossible is now done instantaneously. What we have learned from past

and/or societies.		prejudices to resolve current conflicts?	events can help us resolve current conflicts appropriately.
6.1.4.C.18 Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.	6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.	Why is it important to understand and celebrate the perspective of other cultures in an interconnected world?	It is important to understand the perspectives of other cultures to enable us to work collaboratively with them.
6.1.4.D.16 Prejudice and discrimination can be obstacles to understanding other cultures.	6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	How was the American identity shaped?	America's Identity was shaped by historical symbols, monuments, holidays, and through individual beliefs, values, and traditions of more than one culture.
6.1.4.D.17 Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.		
6.1.4.D.18 The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.	6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.		
6.1.4.D.19 People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.	6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.		
6.1.4.D.20 People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.	6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.	How can students become active informed citizens in their community?	Students become active, informed citizens through various activities.
6.3.4.A.1 Active citizens in the 21st century: <ul style="list-style-type: none"> Recognize that people have different perspectives based 	6.3.4.A.1 Evaluate what makes a good rule or law.		

<p>on their beliefs, values, traditions, culture, and experiences.</p> <ul style="list-style-type: none"> • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 			
<p>6.3.4.A.2 Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and 	<p>6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.</p>		

<p>assessing information, asking questions, and evaluating alternate solutions.</p> <ul style="list-style-type: none"> • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 			
<p>6.3.4.A.3 Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	<p>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p>		
<p>6.3.4.A.4 Active citizens in the 21st century:</p>	<p>6.3.4.A.4 Communicate with students from various countries about common issues</p>		

<ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	<p>of public concern and possible solutions.</p>		
<p>6.3.4.B.1 Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. 	<p>6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</p>		

<ul style="list-style-type: none"> • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 			
<p>6.3.4.C.1 Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	<p>6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.</p>		

<p>6.3.4.D.1 Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	<p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>		
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Assessments: What are you teaching toward?	Suggested Activities: Lesson Plans/Daily Activities	Resources: To work toward assessment goal
Current event projects Global knowledge Productive citizens	Read Newspaper Read Magazines Scholastic News Bulletin Boards Time for Kids Guest speakers who impact current events Visit communication services Tour local town for history Community service Pen pals Cultural fair	www.timeforkids.com www.brainpop.com www.discoveryed.com New Jersey Herald Scholastic News Time for Kids Environmental groups Various books on holidays Skype E-pals Internet

21st Century Themes				
Global Awareness Literacy Students will explore current events throughout the world.	Financial, Economic, Business and Entrepreneurial Literacy Students will explore current economic influences in both local and global contexts.	Civil Literacy Students will reflect upon current holiday celebrations as they occur throughout the year (i.e., Martin Luther King, Jr. Day, Presidents' Day, etc.). Students will also explore notable actions of citizens throughout the world as they occur in the present day.	Health Literacy Where applicable, students will consider current health issues.	Environmental Literacy Where applicable, students will consider current environmental issues.
21st Century Skills				
Creativity and Innovation Students will contribute to constructing and will help to maintain a current events board. For example, students may be responsible for bringing in one news story per month.	Critical Thinking and Problem Solving Students will explore the essential questions related to current events through collaboration with peers.	Communication and Collaboration Students will complete group work and provide oral presentations of content related to current events.	Information Literacy Students will incorporate information gathered into conversations and projects related to current events.	
Information, Communication and Technology Literacy Students will find information pertaining to current events through a variety of sources.	Life and Career Skills Students will gain practice with written response, oral presentation, and frequent group discussion as they explore social studies content.	Interdisciplinary Connections Students will make efforts to connect current events to aspects of the curriculum whenever possible.	Media Literacy Students will consider the reliability of Internet sources when accessing the World Wide Web and other news sources.	

Grade: Third Subject: Social Studies Topic: Economics and Society			
Unit's Big Idea: To understand the economic factors that affect us and others as global citizens			
NJCCCS 2009 Standards			
Standard: 6.1 U.S. History: America in the World			
Strand: C. Economics, Innovation, and Technology			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.C.1 People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.	1) How do local and global economies impact our lives? 2) What factors drive and influence the economy? 3) Why/how does the economy change in different parts of the world? 4) How are resources, production, and consumption interconnected? 5) How do financial decisions impact our lives? 6) Why/how do we save money for both short and long-term purposes?	1) Local and global economies are different and can both impact what we buy, where we work, what we make, and what we sell. 2) Define supply, demand, opportunity cost, industry, scarcity, currency, etc. and be able to explain how these factors impact both the local and global economy. 3/4) Economies change based on the availability of resources, needs of the consumers, and the ability of consumers to purchase products within a region. 5/6) The role of saving and spending can be both short term and long term. Financial decisions have both positive and negative consequences that may impact our lives.
6.1.4.C.2 People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.		
6.1.4.C.3 Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.3 Explain why incentives vary between and among producers and consumers.		
6.1.4.C.4 Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.4 Describe how supply and demand influences price and output of products.		
6.1.4.C.5 Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.		
6.1.4.C.6 Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes.	6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.		
6.1.4.C.7 Interaction among various	6.1.4.C.7 Explain how the availability of		

institutions in the local, national, and global economies influences policymaking and societal outcomes.	private and public goods and services is influenced by the global market and government.		
6.1.4.C.8 Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes.	6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.		
6.1.4.C.9 Availability of resources affects economic outcomes.	6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.		
6.1.4.C.10 Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.		
6.1.4.C.11 Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.		

<p>Assessments: What are you teaching toward? In this unit our primary instructional objective is that all students sufficiently develop the enduring understandings included within it. Development of these enduring understandings will be assessed through informal observation and class discussion as well as tests, quizzes, and projects.</p>	<p>Suggested Activities: Lesson Plans/Daily Activities As a fluid document, it is recommended that staff continuously develop this aspect of the unit throughout its implementation. Activities should be geared toward the development of enduring understanding. This can be done with the use of essential questions as the basis of any and all activities.</p>	<p>Resources: To work toward assessment goal As a fluid document, it is recommended that staff continuously contribute resources for this unit's implementation. Resources may include, but are not limited to, text material, web-based offerings, and other types of media and materials that may assist students in developing enduring understandings. Some suggested resources are Newspaper, Time For Kids, Brain Pop, United Streaming, Text Book.</p>
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21st Century Themes				
<p>Global Awareness Literacy Global economic factors influence our lives as individuals. In turn, personal decisions impact the global economy.</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy Economic factors influence our lives as individuals. These factors involve personal, local, and global financial decisions.</p>	<p>Civil Literacy Citizens are responsible for being aware of economic factors. This includes knowledge of their own economic decisions and those of their leaders.</p>	<p>Health Literacy</p>	<p>Environmental Literacy Students will develop an understanding that the environment should be a consideration when making economic choices.</p>
21st Century Skills				
<p>Creativity and Innovation Students will consider the creativity and innovation required to manufacture, market, and sell products in the present day. A possible activity may include the creation of an assembly line to create a product.</p>	<p>Critical Thinking and Problem Solving Students will explore the essential questions of the unit through collaboration with peers.</p>	<p>Communication and Collaboration Students will complete group work and provide oral presentations of content related to economics.</p>	<p>Information Literacy Students will incorporate information gathered into conversations and projects related to social studies content.</p>	
<p>Information, Communication and Technology Literacy Students will find information pertaining to the economy through a variety of sources. These may include advertisements, coupons, newspaper/magazine articles, etc.</p>	<p>Life and Career Skills Students will gain practice with written response, oral presentation, and frequent group discussion as they explore social studies content.</p>	<p>Interdisciplinary Connections Students will apply understanding of economics within their math curriculum and will apply math skills throughout this unit.</p>	<p>Media Literacy Students will consider the reliability of Internet sources when accessing the World Wide Web.</p>	

Grade Level: Third Subject: Social Studies Topic: Geography			
Unit's Big Idea: World geography has impacts on human lives and communities.			
NJCCCS 2009 Standards			
Standard: 6.1 U.S. History: America and the World			
Strand: B. Geography, People, and the Environment			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.B.1 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.	1) How are maps helpful?	1) Maps help us to understand major world regions, geographic features, and cultural differences.
6.1.4.B.2 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.	2) How can maps be used to explore spatial relationships in the world?	2) Using maps, we are able to pinpoint locations around the world and their distances from where we live.
6.1.4.B.3 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.	3) How can technology be used to explore geographical features?	3) Technology (Internet, satellites, etc.) has made maps more accessible to people around the world.
6.1.4.B.4 Places are jointly characterized by their physical and human properties.	6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.	4) How does geography impact people and communities differently depending upon the region in which they live?	4) Location on Earth has a significant impact on the resources available to the communities that live there.
6.1.4.B.6 Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	6.1.4.B.6 Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	5) How do people make use of natural resources within their region? How do people impact the natural resources in a region?	5) People and their natural resources are interconnected. People rely upon natural resources, and natural resources often need people to protect them.

<p>6.1.4.B.7 Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</p>	<p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p>		
<p>6.1.4.B.8 Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</p>	<p>6.1.4.B.8 Compare ways people choose to use and divide natural resources.</p>		
<p>6.1.4.B.10 Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p>	<p>6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p>		

<p>Assessments: What are you teaching toward? In this unit our primary instructional objective is that all students sufficiently develop the enduring understandings included within it. Development of these enduring understandings will be assessed through informal observation and class discussion as well as tests, quizzes, and projects.</p>	<p>Suggested Activities: Lesson Plans/Daily Activities As a fluid document, it is recommended that staff continuously develop this aspect of the unit throughout its implementation. Activities should be geared toward the development of enduring understanding. This can be done with the use of essential questions as the basis of any and all activities.</p>	<p>Resources: To work toward assessment goal As a fluid document, it is recommended that staff continuously contribute resources for this unit's implementation. Resources may include, but are not limited to, text material, web-based offerings, and other types of media and materials that my assist students in developing enduring understandings. Some suggested resources are Newspaper, Time For Kids, Brain Pop, United Streaming, Text Book.</p>
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21st Century Themes				
Global Awareness Literacy Students will come to understand where they are located within a global context.	Financial, Economic, Business and Entrepreneurial Literacy Students will explore how a community's environment and geography shape the business conducted within it.	Civil Literacy	Health Literacy	Environmental Literacy Students will explore natural resource maps.
21st Century Skills				
Creativity and Innovation Students will create their own maps (i.e., world, country, town, school, home, treasure, etc.) including map keys, titles, and labels.	Critical Thinking and Problem Solving Students will explore the essential questions of the unit through collaboration with peers.	Communication and Collaboration Students will consider the ways that geography impacts communication between peoples in both a historical context and in the present day.	Information Literacy Students will incorporate information gathered into conversations and projects related to social studies content.	
Information, Communication and Technology Literacy Students will explore maps from a variety of media sources.	Life and Career Skills Students will gain practice with written response, oral presentation, and frequent group discussion as they explore social studies content.	Interdisciplinary Connections Students will use map skills as they explore content from other units in the social studies curriculum.	Media Literacy Students will consider the reliability of Internet sources when accessing the World Wide Web.	

Grade Level: Third Subject: Social Studies Topic: Government			
Unit's Big Idea: To understand the economic factors that affect us and others as global citizens			
NJCCCS 2009 Standards			
Standard: 6.1 U.S. History: America in the World			
Strand: A. Civics, Government, and Human Rights			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.A.1 Rules and laws are developed to protect people's rights and the security and welfare of society.	6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.	1) What is the role of a citizen within their communities? 2) How do citizens participate in their government?	1) Citizens have rights and responsibilities within their communities. 2) Citizens may participate in electing government officials and running for government office.
6.1.4.A.2 The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.	3) How do rules and laws affect citizenship and the common good? 4) How does America's government serve its citizens and promote the common good? 5) How are local, state, and national governments organized?	3) Rules and laws are essential for maintaining order, fairness, and equality. 4) The Constitution and Bill of Rights serve as primary documents to protect the rights of citizens and promote the common good.
6.1.4.A.3 American constitutional government is based on principles of limited government, shared authority, fairness, and equality.	6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.	6) How are laws created and changed within local, state, and national governments? 7) How do other governments compare to our national government?	5) Local, state, and national governments are organized to promote order, fairness, and equality at all levels through systems of checks and balances. Our federal government consists of three branches of government: executive, legislative, and judicial.
6.1.4.A.4 There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.		6) Specific processes are in order to develop and approve laws, as well as to decide whether they are fair or not.
6.1.4.A.5 There are different branches within the United States government, each with its own structure, leaders, and	6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.		

processes, and each designed to address specific issues and concerns.			
6.1.4.A.6 There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	6.1.4.A.6 Explain how national and state governments share power in the federal system of government.		
6.1.4.A.7 In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.		
6.1.4.A.8 In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.		
6.1.4.A.11 The United States democratic system requires active participation of its citizens.	6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.		
6.1.4.A.12 The United States democratic system requires active participation of its citizens.	6.1.4.A.12 Explain the process of creating change at the local, state, or national level.		
6.1.4.A.14 The world is comprised of nations that are similar to and different from the United States.	6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.		

<p>Assessments: What are you teaching toward? In this unit our primary instructional objective is that all students sufficiently develop the enduring understandings included within it. Development of these enduring understandings will be assessed through informal observation and class discussion as well as tests, quizzes, and projects.</p>	<p>Suggested Activities: Lesson Plans/Daily Activities As a fluid document, it is recommended that staff continuously develop this aspect of the unit throughout its implementation. Activities should be geared toward the development of enduring understanding. This can be done with the use of essential questions as the basis of any and all activities.</p>	<p>Resources: To work toward assessment goal As a fluid document, it is recommended that staff continuously contribute resources for this unit's implementation. Resources may include, but are not limited to, text material, web-based offerings, and other types of media and materials that my assist students in developing enduring understandings. Some suggested resources are Newspaper, Time For Kids, Brain Pop, United Streaming, Text Book.</p>
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21st Century Themes				
Global Awareness Literacy Students will compare the United States Government to other governments around the world.	Financial, Economic, Business and Entrepreneurial Literacy	Civil Literacy Students will come to understand the rights and obligations of citizenship at local, state, national, and global levels.	Health Literacy	Environmental Literacy Citizens and governments have a role and responsibility in protecting the environment.
21st Century Skills				
Creativity and Innovation Students will work to create classroom and school rules. Students will also brainstorm ideas for effective laws within a community.	Critical Thinking and Problem Solving Students will explore the essential questions of the unit through collaboration with peers.	Communication and Collaboration Students will complete group work and provide oral presentations of content related to local, state, and national governments.	Information Literacy Students will incorporate information gathered into conversations and projects related to social studies content.	
Information, Communication and Technology Literacy Students will explore the primary documents that shape our government through multiple sources.	Life and Career Skills Students will gain practice with written response, oral presentation, and frequent group discussion as they explore social studies content. Students will also come to understand the jobs and roles present to them as members of communities.	Interdisciplinary Connections	Media Literacy Students will consider the reliability of Internet sources when accessing the World Wide Web.	

Grade Level: Third Grade Subject: Social Studies Topic: History			
Unit's Big Idea: Aspects of our lives today are the direct results of the actions of previous people and communities.			
NJCCCS 2009 Standards			
Standard: 6.1 U.S. History: America in the World			
Strand: D. History, Culture, and Perspectives			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.D.1 People from other parts of the world come to New Jersey and the United States for various reasons.	6.1.4.D.1 Determine the impact of European colonization on Native American populations.	1) How did colonization affect the Native American population?	1) The Native American population was forced from their land as colonists arrived in the "New World."
6.1.4.D.4 Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.4 Explain how key events led to the creation of the United States.	2) How did the United States of America become a country?	2) Colonies organized and revolted against their ruler, Great Britain, creating a new country.
6.1.4.D.5 Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.5 Relate key historical documents to present day government and citizenship.	3) How have groups of people during the colonial period maintained their traditional beliefs and adopted new ones?	3) Groups such as the Native Americans, Puritans, Quakers, and colonists in general held onto many traditional beliefs while also welcoming new ideas in their new country.
6.1.4.D.6 Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.6 Describe the historical contributions of famous Americans.	4) How have historical documents (Mayflower Compact, Declaration, Constitution, etc.) helped to shape the United States of America?	4) The Mayflower Compact established the first rule of law in North America. The Declaration of Independence formally created the United States as a new country. The Constitution established the rules and norms of this new country.
6.1.4.D.14 American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.	6.1.4.D.14 Trace how the American identity evolved over time.	5) How have individuals (George Washington, Thomas Jefferson, Ben Franklin, etc.) helped to shape the United States of America?	5) George Washington, Thomas Jefferson, Ben Franklin, and others were instrumental in establishing the United States of America.
6.1.4.D.15 Cultures struggle to maintain traditions in a changing society.	6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	6) How are traditions and lifestyles from the colonial period present and celebrated today?	6) Influences from the colonial

			period are still present and celebrated in the Fourth of July, American Flag, patriotic songs, and in many other ways.
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<p>Assessments: What are you teaching toward? In this unit our primary instructional objective is that all students sufficiently develop the enduring understandings included within it. Development of these enduring understandings will be assessed through informal observation and class discussion as well as tests, quizzes, and projects.</p>	<p>Suggested Activities: Lesson Plans/Daily Activities As a fluid document, it is recommended that staff continuously develop this aspect of the unit throughout its implementation. Activities should be geared toward the development of enduring understanding. This can be done with the use of essential questions as the basis of any and all activities.</p>	<p>Resources: To work toward assessment goal As a fluid document, it is recommended that staff continuously contribute resources for this unit’s implementation. Resources may include, but are not limited to, text material, web-based offerings, and other types of media and materials that my assist students in developing enduring understandings. Some suggested resources are Newspaper, Time For Kids, Brain Pop, United Streaming, Text Book.</p>
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21st Century Themes				
Global Awareness Literacy The colonies were formed from many global influences. In addition, colonists impacted the lives and communities of Native Americans.	Financial, Economic, Business and Entrepreneurial Literacy	Civil Literacy Understand how important documents helped to shape the United States of America.	Health Literacy	Environmental Literacy
21st Century Skills				
Creativity and Innovation As a possible activity, students may create their own colony and explore the issues and challenges of doing so.	Critical Thinking and Problem Solving Students will explore how the thirteen colonies collaborated with each other and ultimately united to preserve their self-interests and to construct a nation.	Communication and Collaboration Students will complete group work and provide oral presentations of content related to the Age of Exploration and colonization.	Information Literacy Students will incorporate information gathered into conversations and projects related to social studies content.	
Information, Communication and Technology Literacy Students will explore the primary documents of the Colonial Period and will examine their purposes and impacts.	Life and Career Skills Students will gain practice with written response, oral presentation, and frequent group discussion as they explore social studies content.	Interdisciplinary Connections Students will tie the study of the Age of Exploration and colonization of North America to an understanding of geography and map skills.	Media Literacy Students will consider the reliability of Internet sources when accessing the World Wide Web.	

GRADE 4

Grade Level: Fourth Subject: Social Studies Topic: Current Events			
Unit's Big Idea: Current Events NJCCCS 2009 Standards Standard: 6.1 U.S. History: America in the World Strand: A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives Standard: 6.3 Active Citizenship in the 21st Century Strand: A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.A.15 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	How do people of diverse cultures and different nations overcome community, state, national, and global challenges?	Global nations, as well as local communities, work together to overcome challenges.
6.1.4.A.16 In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.	How does human interaction impact the environment?	Human interaction can impact the environment both positively and negatively.
6.1.4.B.5 The physical environment can both accommodate and be endangered by human activities.	6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.	How does science and technology address environmental concerns?	Science and technology is used to identify and solve environmental concerns.
6.1.4.B.9 Advancements in science and technology can have unintended consequences that impact individuals	6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.	How has increased technology impacted the way people communicate on a global scale?	Communication that was once impossible is now done instantaneously.

and/or societies.		How can we use knowledge of past prejudices to resolve current conflicts?	What we have learned from past events can help us resolve current conflicts appropriately.
6.1.4.C.18 Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.	6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.	Why is it important to understand and celebrate the perspective of other cultures in an interconnected world?	It is important to understand the perspectives of other cultures to enable us to work collaboratively with them.
6.1.4.D.16 Prejudice and discrimination can be obstacles to understanding other cultures.	6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	How was the American identity shaped?	America's Identity was shaped by historical symbols, monuments, holidays, and through individual beliefs, values, and traditions of more than one culture.
6.1.4.D.17 Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.		
6.1.4.D.18 The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.	6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.		
6.1.4.D.19 People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.	6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.		
6.1.4.D.20 People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.	6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.		
6.3.4.A.1 Active citizens in the 21st century: <ul style="list-style-type: none"> Recognize that people have different perspectives based 	6.3.4.A.1 Evaluate what makes a good rule or law.	How can students become active informed citizens in their community?	Students become active, informed citizens through various activities.

<p>on their beliefs, values, traditions, culture, and experiences.</p> <ul style="list-style-type: none"> • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 			
<p>6.3.4.A.2 Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and 	<p>6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.</p>		

<p>assessing information, asking questions, and evaluating alternate solutions.</p> <ul style="list-style-type: none"> • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 			
<p>6.3.4.A.3 Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	<p>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p>		
<p>6.3.4.A.4 Active citizens in the 21st century:</p>	<p>6.3.4.A.4 Communicate with students from various countries about common issues</p>		

<ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	<p>of public concern and possible solutions.</p>		
<p>6.3.4.B.1 Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. 	<p>6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</p>		

<ul style="list-style-type: none"> • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 			
<p>6.3.4.C.1 Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	<p>6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.</p>		

<p>6.3.4.D.1 Active citizens in the 21st century:</p> <ul style="list-style-type: none"> • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. • Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. • Are aware of their relationships to people, places, and resources in the local community and beyond. • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	<p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>		
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Assessments: What are you teaching toward?	Suggested Activities: Lesson Plans/Daily Activities	Resources: To work toward assessment goal
Current event projects Global knowledge Productive citizens	Read Newspaper Read Magazines Scholastic News Bulletin Boards Time for Kids Guest speakers who impact current events Visit communication services Tour local town for history Community service Pen pals Cultural fair	www.timeforkids.com www.brainpop.com www.discoveryed.com New Jersey Herald Scholastic News Time for Kids Environmental groups Various books on holidays Skype E-pals Internet

21st Century Themes				
<p>Global Awareness Literacy</p> <p>Using 21st century skills to understand and address global issues</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Knowing how to make appropriate personal economic choices</p> <p>Understanding the role of the economy in society</p> <p>Using entrepreneurial skills to enhance workplace productivity and career options</p>	<p>Civil Literacy</p> <p>Participating effectively in civic life through knowing how to stay informed and understanding governmental processes</p> <p>Exercising the rights and obligations of citizenship at local, state, national and global levels</p> <p>Understanding the local and global implications of civic decisions</p>	<p>Health Literacy</p>	<p>Environmental Literacy</p> <p>Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems</p> <p>Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)</p> <p>Investigate and analyze environmental issues, and make accurate conclusions about effective solutions</p> <p>Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)</p>
21st Century Skills				
<p>Creativity and Innovation</p> <p>Think creatively</p> <p>Work creatively with others</p> <p>Implement innovations</p>	<p>Critical Thinking and Problem Solving</p> <p>Reason effectively</p> <p>Use systems thinking</p> <p>Make judgments and decisions</p> <p>Solve problems</p>	<p>Communication and Collaboration</p> <p>Communicate clearly</p> <p>Collaborate with others</p>	<p>Information Literacy</p> <p>Access and evaluate information</p> <p>Use and manage information</p>	

<p>Information, Communication and Technology Literacy Apply technology effectively</p>	<p>Life and Career Skills FLEXIBILITY AND ADAPTABILITY Adapt to change Be flexible</p> <p>INITIATIVE AND SELF-DIRECTION Manage goals and time Work independently Be self-directed learners</p> <p>SOCIAL AND CROSS-CULTURAL SKILLS Interact effectively with others Work effectively in diverse teams</p> <p>PRODUCTIVITY AND ACCOUNTABILITY Manage projects Produce results</p> <p>LEADERSHIP AND RESPONSIBILITY Guide and lead others Be responsible to others</p>	<p>Interdisciplinary Connections READING STREET Because of Winn Dixie, Unit 1.1 (Levelled Reader)</p> <p>Grandfather’s Journey, Unit 1.3 (Levelled Reader)</p> <p>The Horned Toad Prince, Unit 1.4 (Levelled Reader)</p> <p>All stories from Unit 2</p> <p>The Seeker of Knowledge, Unit 4.4 (Levelled Reader)</p> <p>Lost City, Unit 5.2 (Levelled Reader)</p> <p>My Brother Martin, Unit 6.1 (Levelled Reader)</p> <p>Jim Thorp’s Bright Path, Unit 6.2 (Levelled Reader)</p> <p>How Tia Lola Came to Stay, Unit 6.3 (Levelled Reader)</p>	<p>Media Literacy Analyze media Create media products</p>
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Grade Level: Fourth Subject: Social Studies Topic: Civics, Government, and Human Rights			
Unit's Big Idea: The origin and foundations of New Jersey government			
NJCCCS 2009 Standards			
Standard: 6.1 U.S. History: America in the World			
Strand: A. Civics, Government, and Human Rights			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.A.1 Rules and laws are developed to protect people's rights and the security and welfare of society.	6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.	How do citizens, civic ideals, and government institutions interact to balance the needs and common good of the people of New Jersey?	The fundamental rights of the individual and the common good of the people of New Jersey depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels under the laws of the United States Constitution.
6.1.4.A.2 The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.		
6.1.4.A.3 American constitutional government is based on principles of limited government, shared authority, fairness, and equality.	6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.		
6.1.4.A.4 There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.		
6.1.4.A.5 There are different branches within the United States government, each with	6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of		

its own structure, leaders, and processes, and each designed to address specific issues and concerns.	the national government.		
6.1.4.A.6 There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	6.1.4.A.6 Explain how national and state governments share power in the federal system of government.		
6.1.4.A.7 In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.		
6.1.4.A.8 In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.		
6.1.4.A.9 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.		
6.1.4.A.10 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.		
6.1.4.A.11 The United States democratic system requires active participation of its citizens.	6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and		

	global levels.		
6.1.4.A.12 The United States democratic system requires active participation of its citizens.	6.1.4.A.12 Explain the process of creating change at the local, state, or national level.		
6.1.4.A.13 Immigrants can become and obtain the rights of American citizens.	6.1.4.A.13 Describe the process by which immigrants become United States citizens.		
6.1.4.A.14 The world is comprised of nations that are similar to and different from the United States.	6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.		

<p>Assessments: What are you teaching toward? Tests Quizzes Projects Presentations</p>	<p>Suggested Activities: Lesson Plans/Daily Activities</p> <p>Read and discuss textbook lessons PowerPoint presentations Local government officials (guest speakers)</p>	<p>Resources: To work toward assessment goal</p> <p>www.Brainpop.com www.discoveryed.com</p> <p>Scott Foresman <u>Social Studies New Jersey</u> (F) Macmillan/McGraw-Hill <u>Our New Jersey</u> (SW) Afton <u>You, New Jersey, and the World</u> (L)</p>
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21st Century Themes				
<p>Global Awareness Literacy</p> <p>Using 21st century skills to understand and address global issues</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Knowing how to make appropriate personal economic choices</p> <p>Understanding the role of the economy in society</p> <p>Using entrepreneurial skills to enhance workplace productivity and career options</p>	<p>Civil Literacy</p> <p>Participating effectively in civic life through knowing how to stay informed and understanding governmental processes</p> <p>Exercising the rights and obligations of citizenship at local, state, national and global levels</p> <p>Understanding the local and global implications of civic decisions</p>	<p>Health Literacy</p>	<p>Environmental Literacy</p> <p>Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems</p> <p>Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)</p> <p>Investigate and analyze environmental issues, and make accurate conclusions about effective solutions</p> <p>Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)</p>
21st Century Skills				
<p>Creativity and Innovation</p> <p>Think creatively</p> <p>Work creatively with others</p> <p>Implement innovations</p>	<p>Critical Thinking and Problem Solving</p> <p>Reason effectively</p> <p>Use systems thinking</p> <p>Make judgments and decisions</p> <p>Solve problems</p>	<p>Communication and Collaboration</p> <p>Communicate clearly</p> <p>Collaborate with others</p>	<p>Information Literacy</p> <p>Access and evaluate information</p> <p>Use and manage information</p>	

<p>Information, Communication and Technology Literacy Apply technology effectively</p>	<p>Life and Career Skills FLEXIBILITY AND ADAPTABILITY Adapt to change Be flexible</p> <p>INITIATIVE AND SELF-DIRECTION Manage goals and time Work independently Be self-directed learners</p> <p>SOCIAL AND CROSS-CULTURAL SKILLS Interact effectively with others Work effectively in diverse teams</p> <p>PRODUCTIVITY AND ACCOUNTABILITY Manage projects Produce results</p> <p>LEADERSHIP AND RESPONSIBILITY Guide and lead others Be responsible to others</p>	<p>Interdisciplinary Connections READING STREET What Jo did, Unit 2.1 (Leveled Reader)</p> <p>So You Want to be President, Unit 2.5 (Leveled Reader)</p> <p>Marvin and the Great North Woods, Unit 2.4 (Leveled Reader)</p> <p>My Brother Martin, Unit 6.1 (Leveled Reader)</p> <p>Jim Thorpe’s Bright Path, Unit 6.2 (Leveled Reader)</p> <p>How Tia Lola Came to Stay, Unit 6.3 (Leveled Reader)</p>	<p>Media Literacy Analyze media Create media products</p>

Grade: Fourth Subject: Social Studies Topic: Economics and Society			
Unit's Big Idea: Acquiring the skills and knowledge of the fundamental rights and democratic values of America make for productive citizens.			
NJCCCS 2009 Standards			
Standard: 6.1 U.S. History: America in the World			
Strand: C. Economics, Innovation, and Technology			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.C.1 People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.	How do the needs, wants, and availability of resources influence decisions made by individuals, communities, and nations?	Individuals, communities, and nations make economic decisions based on needs, wants, and availability of resources.
6.1.4.C.2 People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.	How did the development of different transportation systems impact New Jersey and its regions?	The development of different transportation systems positively affected the economies of New Jersey and its regions.
6.1.4.C.3 Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.3 Explain why incentives vary between and among producers and consumers.	How did the science and technology effect New Jersey's society?	Science and technology effects New Jersey's society by transitioning from agricultural to industrial to the information age.
6.1.4.C.4 Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.4 Describe how supply and demand influences price and output of products.		
6.1.4.C.5 Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.		
6.1.4.C.6 Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes.	6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.		
6.1.4.C.7 Interaction among various	6.1.4.C.7 Explain how the availability of		

institutions in the local, national, and global economies influences policymaking and societal outcomes.	private and public goods and services is influenced by the global market and government.		
6.1.4.C.8 Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes.	6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.		
6.1.4.C.9 Availability of resources affects economic outcomes.	6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.		
6.1.4.C.10 Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.		
6.1.4.C.11 Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.		
6.1.4.C.12 Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.	6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.		
6.1.4.C.13 Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.	6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society.		

<p>6.1.4.C.14 Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p>	<p>6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.</p>		
<p>6.1.4.C.15 Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p>	<p>6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>		
<p>6.1.4.C.16 Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p>	<p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p>		
<p>6.1.4.C.17 Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p>	<p>6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p>		

<p>Assessments: What are you teaching toward? Tests Quizzes Projects Presentations</p>	<p>Suggested Activities: Lesson Plans/Daily Activities</p> <p>Read and discuss textbook lessons Lakeland Bank Visitation Small business owner guest speakers Visit local canals Visit train depot Set up store in classroom Visit Edison Museum/workshop Research Inventors/Inventions Invention Convention Create Transportation Poster</p>	<p>Resources: To work toward assessment goal</p> <p>www.Brainpop.com www.discoveryed.com</p> <p>Scott Foresman <u>Social Studies New Jersey</u> (F) Macmillan/McGraw-Hill <u>Our New Jersey</u> (SW) Afton <u>You, New Jersey, and the World</u> (L) <u>History of Us</u> History Channel video</p>
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21st Century Themes				
<p>Global Awareness Literacy</p> <p>Using 21st century skills to understand and address global issues</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Knowing how to make appropriate personal economic choices</p> <p>Understanding the role of the economy in society</p> <p>Using entrepreneurial skills to enhance workplace productivity and career options</p>	<p>Civil Literacy</p> <p>Participating effectively in civic life through knowing how to stay informed and understanding governmental processes</p> <p>Exercising the rights and obligations of citizenship at local, state, national and global levels</p> <p>Understanding the local and global implications of civic decisions</p>	<p>Health Literacy</p>	<p>Environmental Literacy</p> <p>Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems</p> <p>Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)</p> <p>Investigate and analyze environmental issues, and make accurate conclusions about effective solutions</p> <p>Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)</p>
21st Century Skills				
<p>Creativity and Innovation</p> <p>Think creatively</p> <p>Work creatively with others</p> <p>Implement innovations</p>	<p>Critical Thinking and Problem Solving</p> <p>Reason effectively</p> <p>Use systems thinking</p> <p>Make judgments and decisions</p> <p>Solve problems</p>	<p>Communication and Collaboration</p> <p>Communicate clearly</p> <p>Collaborate with others</p>	<p>Information Literacy</p> <p>Access and evaluate information</p> <p>Use and manage information</p>	

<p>Information, Communication and Technology Literacy Apply technology effectively</p>	<p>Life and Career Skills FLEXIBILITY AND ADAPTABILITY Adapt to change Be flexible</p> <p>INITIATIVE AND SELF-DIRECTION Manage goals and time Work independently Be self-directed learners</p> <p>SOCIAL AND CROSS-CULTURAL SKILLS Interact effectively with others Work effectively in diverse teams</p> <p>PRODUCTIVITY AND ACCOUNTABILITY Manage projects Produce results</p> <p>LEADERSHIP AND RESPONSIBILITY Guide and lead others Be responsible to others</p>	<p>Interdisciplinary Connections READING STREET Because of Winn Dixie, Unit 1.1 (Leveled Reader)</p> <p>Lewis and Clark and Me, Unit 1.2 (Leveled Reader)</p> <p>Coyote School News, Unit 2.2 (Leveled Reader)</p> <p>Marvin and the Great North Woods, Unit 2.4 (Leveled Reader)</p> <p>The King in the Kitchen, Unit 4.3 (Leveled Reader)</p> <p>Seeker of Knowledge, Unit 4.4 (Leveled Reader)</p> <p>Lost City, Unit 5.2 (Leveled Reader)</p> <p>To Fly: Story of the Wright Brothers, Unit 6.4 (Leveled Reader)</p> <p>The Man Who Went to the Far Side of the Moon, Unit 6.6 (Leveled Reader)</p>	<p>Media Literacy Analyze media Create media products</p>
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Grade Level: Fourth Subject: Social Studies Topic: Geography of New Jersey			
Unit's Big Idea: Identify and understand maps, regions, and key environmental features and locations of New Jersey			
NJCCCS 2009 Standards			
Standard: 6.1 U.S. History: America and the World			
Strand: B. Geography, People, and the Environment			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.B.1 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.	How does the physical geography influence or determine the development of culture and society in New Jersey?	Different physical aspects of the regions of New Jersey determine the development of culture and society in New Jersey.
6.1.4.B.2 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.	How do human interactions with each other and the environment influence or determine the development of culture and society in New Jersey?	Human interactions with the environment may have positive or negative effects on the development of culture and society in New Jersey.
6.1.4.B.3 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.	How do physical and political maps explain the location and spatial relationships of places in New Jersey?	Physical and political maps help to determine latitude, longitude, geographical features, regions, major cities of New Jersey.
6.1.4.B.4 Places are jointly characterized by their physical and human properties.	6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.		
6.1.4.B.7 Patterns of settlement across Earth's surface differ markedly from region to	6.1.4.B.7 Explain why some locations in New Jersey and the United States are more		

region, place to place, and time to time.	suited for settlement than others.		
6.1.4.B.8 Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.	6.1.4.B.8 Compare ways people choose to use and divide natural resources.		
6.1.4.B.10 Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.		

<p>Assessments: What are you teaching toward? Tests Quizzes Projects Presentations</p>	<p>Suggested Activities: Lesson Plans/Daily Activities</p> <p>Read and discuss textbook lessons Use various map sources Use globes Visit Natural Resource areas Welcome to New Jersey</p>	<p>Resources: To work toward assessment goal www.Brainpop.com www.discoveryed.com</p> <p>Scott Foresman <u>Social Studies New Jersey</u> (F) Macmillan/McGraw-Hill <u>Our New Jersey</u> (SW) Afton <u>You, New Jersey, and the World</u> (L)</p>
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21st Century Themes				
<p>Global Awareness Literacy</p> <p>Using 21st century skills to understand and address global issues</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Knowing how to make appropriate personal economic choices</p> <p>Understanding the role of the economy in society</p> <p>Using entrepreneurial skills to enhance workplace productivity and career options</p>	<p>Civil Literacy</p> <p>Participating effectively in civic life through knowing how to stay informed and understanding governmental processes</p> <p>Exercising the rights and obligations of citizenship at local, state, national and global levels</p> <p>Understanding the local and global implications of civic decisions</p>	<p>Health Literacy</p>	<p>Environmental Literacy</p> <p>Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems</p> <p>Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)</p> <p>Investigate and analyze environmental issues, and make accurate conclusions about effective solutions</p> <p>Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)</p>
21st Century Skills				
<p>Creativity and Innovation</p> <p>Think creatively</p> <p>Work creatively with others</p> <p>Implement innovations</p>	<p>Critical Thinking and Problem Solving</p> <p>Reason effectively</p> <p>Use systems thinking</p> <p>Make judgments and decisions</p> <p>Solve problems</p>	<p>Communication and Collaboration</p> <p>Communicate clearly</p> <p>Collaborate with others</p>	<p>Information Literacy</p> <p>Access and evaluate information</p> <p>Use and manage information</p>	

<p>Information, Communication and Technology Literacy Apply technology effectively</p>	<p>Life and Career Skills FLEXIBILITY AND ADAPTABILITY Adapt to change Be flexible</p> <p>INITIATIVE AND SELF-DIRECTION Manage goals and time Work independently Be self-directed learners</p> <p>SOCIAL AND CROSS-CULTURAL SKILLS Interact effectively with others Work effectively in diverse teams</p> <p>PRODUCTIVITY AND ACCOUNTABILITY Manage projects Produce results</p> <p>LEADERSHIP AND RESPONSIBILITY Guide and lead others Be responsible to others</p>	<p>Interdisciplinary Connections READING STREET Lewis and Clark and Me, Unit 1.2 (Leveled Reader)</p> <p>Grandfather’s Journey, Unit 1.3 (Leveled Reader)</p> <p>The Horned Toad Prince, Unit 1.4 (Leveled Reader)</p> <p>Grace and the Time Machine, Unit 2.3 (Leveled Reader)</p>	<p>Media Literacy Analyze media Create media products</p>
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Grade Level: Fourth Grade Subject: Social Studies Topic: History			
Unit's Big Idea: Interactions of people, cultures and environment shaped New Jersey			
NJCCCS 2009 Standards			
Standard: 6.1 U.S. History: America in the World			
Strand: D. History, Culture, and Perspectives			
Rationale Content Statement	CPI's Objective Students will be able to...	Essential Questions	Enduring Understanding
6.1.4.D.1 People from other parts of the world come to New Jersey and the United States for various reasons.	6.1.4.D.1 Determine the impact of European colonization on Native American populations.	How did immigration impact the Lenape and the growth of New Jersey?	Immigration created challenges for the Lenape and other cultures (past and present) of New Jersey.
6.1.4.D.2 Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.	How did key events, key documents, and key historical figures impact New Jersey?	Key events, documents, and historical figures helped create the government of New Jersey.
6.1.4.D.3 Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.	How did New Jersey's identity evolve?	New Jersey's identity evolved through folk lore, historical and fictional characters and beliefs and practices of various cultures.
6.1.4.D.4 Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.4 Explain how key events led to the creation of the United States.		
6.1.4.D.5 Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.5 Relate key historical documents to present day government and citizenship.		
6.1.4.D.6 Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.6 Describe the historical contributions of famous Americans.		
6.1.4.D.7 Key historical events, documents, and individuals led to the development of	6.1.4.D.7 Explain the role Governor William Livingston played in the development		

our nation.	of New Jersey government.		
6.1.4.D.8 Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution.		
6.1.4.D.9 Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.		
6.1.4.D.10 Personal, family, and community history is a source of information for individuals about the people and places around them.	6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.		
6.1.4.D.11 Personal, family, and community history is a source of information for individuals about the people and places around them.	6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.		
6.1.4.D.12 The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.	6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.		
6.1.4.D.13 Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.		
6.1.4.D.14 American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.	6.1.4.D.14 Trace how the American identity evolved over time.		
6.1.4.D.15 Cultures struggle to maintain traditions	6.1.4.D.15 Explain how various cultural groups		

in a changing society.	have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.		
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<p>Assessments: What are you teaching toward?</p> <p>Tests Quizzes Projects Presentations</p>	<p>Suggested Activities: Lesson Plans/Daily Activities</p> <p>Waterloo Village Lenape Guest Speaker Growing Stage <u>Tales from the Garden</u> Wigwam project Read and discuss textbook lessons PowerPoints Roll playing Compare historical documents Readers Theater Read Folk Lore SW Environmental Center</p>	<p>Resources: To work toward assessment goal</p> <p>www.Brainpop.com www.discoverved.com</p> <p>Scott Foresman <u>Social Studies New Jersey</u> (F) Macmillan/McGraw-Hill <u>Our New Jersey</u> (SW) Afton <u>You, New Jersey, and the World</u> (L)</p>
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21st Century Themes				
<p>Global Awareness Literacy</p> <p>Using 21st century skills to understand and address global issues</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Knowing how to make appropriate personal economic choices</p> <p>Understanding the role of the economy in society</p> <p>Using entrepreneurial skills to enhance workplace productivity and career options</p>	<p>Civil Literacy</p> <p>Participating effectively in civic life through knowing how to stay informed and understanding governmental processes</p> <p>Exercising the rights and obligations of citizenship at local, state, national and global levels</p> <p>Understanding the local and global implications of civic decisions</p>	<p>Health Literacy</p>	<p>Environmental Literacy</p> <p>Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems</p> <p>Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)</p> <p>Investigate and analyze environmental issues, and make accurate conclusions about effective solutions</p> <p>Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)</p>
21st Century Skills				
<p>Creativity and Innovation</p> <p>Think creatively</p> <p>Work creatively with others</p> <p>Implement innovations</p>	<p>Critical Thinking and Problem Solving</p> <p>Reason effectively</p> <p>Use systems thinking</p> <p>Make judgments and decisions</p> <p>Solve problems</p>	<p>Communication and Collaboration</p> <p>Communicate clearly</p> <p>Collaborate with others</p>	<p>Information Literacy</p> <p>Access and evaluate information</p> <p>Use and manage information</p>	

<p>Information, Communication and Technology Literacy Apply technology effectively</p>	<p>Life and Career Skills FLEXIBILITY AND ADAPTABILITY Adapt to change Be flexible</p> <p>INITIATIVE AND SELF-DIRECTION Manage goals and time Work independently Be self-directed learners</p> <p>SOCIAL AND CROSS-CULTURAL SKILLS Interact effectively with others Work effectively in diverse teams</p> <p>PRODUCTIVITY AND ACCOUNTABILITY Manage projects Produce results</p> <p>LEADERSHIP AND RESPONSIBILITY Guide and lead others Be responsible to others</p>	<p>Interdisciplinary Connections READING STREET Lewis and Clark and Me, Unit 1.2 (Leveled Reader)</p> <p>Grandfather’s Journey, Unit 1.3 (Leveled Reader)</p> <p>Coyote School News, Unit 2.2 (Leveled Reader)</p> <p>So You Want To Be President, Unit 2.5 (Leveled Reader)</p>	<p>Media Literacy Analyze media Create media products</p>
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