

Week	Marking Period 1	Week	Marking Period 3
1	Community and Government/National Holidays/Historical American Figures	21	Natural Resources/Early Americans/Technology
2	Community and Government/National Holidays/Historical American Figures	22	Natural Resources/Early Americans/Technology
3	Community and Government/National Holidays/Historical American Figures	23	Natural Resources/Early Americans/Technology
4	Community and Government/National Holidays/Historical American Figures	24	United States History
5	Community and Government/National Holidays/Historical American Figures	25	United States History
6	Community and Government/National Holidays/Historical American Figures	26	United States History
7	Community and Government/National Holidays/Historical American Figures	27	United States History
8	Community and Government/National Holidays/Historical American Figures	28	United States History
9	Map and Globe Skills	29	United States History
10	Map and Globe Skills	30	United States History
Week	Marking Period 2	Week	Marking Period 4
11	Map and Globe Skills/Natural Resources	31	Trade and Free Enterprise
12	Map and Globe Skills/Natural Resources	32	Trade and Free Enterprise
13	Map and Globe Skills/Natural Resources	33	Trade and Free Enterprise
14	Map and Globe Skills/Natural Resources	34	Trade and Free Enterprise
15	Map and Globe Skills/Natural Resources	35	Trade and Free Enterprise
16	Early Americans /Technology and Society	36	World Cultures
17	Early Americans /Technology and Society	37	World Cultures
18	Early Americans /Technology and Society	38	World Cultures
19	Early Americans /Technology and Society	39	World Cultures
20	Early Americans /Technology and Society	40	World Cultures

## Second Grade - Social Studies

<b>Time Frame</b>	<b>September</b>
<b>Topics</b>	
<ul style="list-style-type: none"><li>• <b>COMMUNITY AND GOVERNMENT</b></li><li>• <b>NATIONAL HOLIDAYS AND HISTORICAL AMERICAN FIGURES</b></li></ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"><li>• All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.</li><li>• All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.</li><li>• All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li></ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How can citizens fulfill their civic responsibilities within their community?</li><li>• Why do we need leaders?</li><li>• How does our country's government work?</li><li>• What can be done to resolve various types of conflict?</li><li>• What are safe and effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• Rules and laws are developed to protect people's rights and the security and welfare of society.</li><li>• The United States Constitution guarantees certain fundamental rights for citizens.</li><li>• American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li><li>• The United States democratic system requires active participation of its citizens.</li><li>• In a representative democracy, individuals elect representatives to act on the behalf of the people.</li><li>• 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.</li><li>• Key historical events, documents, and individuals led to the development of our nation.</li><li>• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</li><li>• Active citizens in the 21<sup>st</sup> century<ul style="list-style-type: none"><li>○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li><li>○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li><li>○ are aware of their relationships to people, places, and resources in the local community</li></ul></li></ul>	

- 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.
- There are credible and questionable information sources about historical and contemporary events.

### **Alignment to 2009 NJCCCS**

- **6.1.4.A.1** Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- **6.1.4.A.2** Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- **6.1.4.A.3** Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- **6.1.4.A.6** Explain how national and state governments share power in the federal system of government.
- **6.1.4.A.7** Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- **6.1.4.A.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.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.12** Explain how folklore and actions of famous and fictional characters from New Jersey and other regions of the United States have contributed to the American national heritage.
- **6.3.4.A.1** Evaluate what makes a good rule or law.
- **6.3.4.A.2** Contact local officials and community members to acquire information and/or discuss local issues.
- **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.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- understand what a “right” is and explain citizens’ rights and responsibilities at home, at school, and in the community.
- define the following terms: leader, citizen, right, law, community, responsibility, fairness, and consequence.
- distinguish fact from fiction.

- recognize the need for rules and laws and the consequences of breaking them.
- identify and describe the functions of government.
- understand how government works to help citizen through services paid for by taxes.
- understand the governmental positions of mayor, governor, and president.
- understand that our country's historical documents define our system of government.
- understand that active participation is required of all citizens in order to protect our democratic system of government.
- understand the basic rights and freedoms that are afforded all US citizens through the Constitution, including the right to freedom of expression and religion, the right to vote, and the right to due process.
- determine the difference between fantasy and reality in legends.
- understand that rules give order, ensure fair play, and protect people's right and welfare.
- define terms such as bullying, bystander, intimidation, harassment, conflict, and resolve.
- use a problem-solving process to identify a problem, gather information, and list possible solutions.
- respond correctly, using the RACE elements, to open-ended questions dealing with the topics under study.
- learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- understand that when citing information from any source, credit must be given to the author.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use digital tools to enhance creativity and construct knowledge.
- use digital tools and environments to support the learning process and foster collaboration in solving local and global problems.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- understand how the use of digital tools can help gather and manage information.
- understand how the use of digital tools can help generate solutions and make decisions.
- gain knowledge of the designed world and that it is a product of a design process that provides the means to convert resources into products and systems.

## **Learning Activities**

Students will work independently and collaboratively to

- discuss the benefits of a group of people following the same rules, such as students in a school.
- discuss the negative impact of people in one area having a variety of rules.
- develop a set of agreed upon rules for the classroom.
- draw up a document in PowerPoint displaying the classroom rules and present to the class.
- use the Internet to examine various jobs in our community and discuss the responsibilities of our local citizenry.
- write a letter to your mayor, using keyboarding skills, about a problem in your community

and include your proposal for how to solve it.

- interview family members who can share their profession, responsibilities, and roles within their job and present to peers.
- using keyboarding skills, illustrate and communicate your ideas about pledging allegiance to the flag each day in school to a friend in a different class.
- create a graphic organizer including the rules, laws, and functions of a government.
- use a graphic organizer to explain the rules, laws, and functions in a writing assignment and present it to the class.
- pretend to be Francis Scott Key and write in response to the following: “How did you feel when you saw the flag ‘by the dawn’s early light’?” Using a word processing program and keyboarding skills, write your response.
- decide upon a problem facing the community at large and focus upon ways to solve the problem. Write a letter, using keyboarding skills, to the mayor that includes solutions.
- decide upon a problem facing students your age that has to do with using digital tools and online resources. Discuss the possible solutions in a classroom blog.
- role-play a local council meeting using props and including procedures that take place at such a meeting; present to another class.
- read *The Legend of Johnny Appleseed* and discuss the meaning of the word “legend;” then use tally marks to determine the class’ favorite types of apples and display results.
- investigate and research information about legendary figures, such as Johnny Appleseed, Paul Bunyan, and John Henry.
- trace the route, according to the story of Johnny Appleseed or Paul Bunyan, followed in their ventures through the use of Google map applications.
- make up a legendary character and write a story about him/her using a word processing program. Send your story to a friend in another school. Skype with a member of that class about the story.
- create a Venn diagram showing the fantasy and reality components of various legends and legendary characters.
- begin to learn which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- discuss and analyze why it is important and ethical to cite resources.
- develop a script for a bullying situation and present it to the class for discussion of possible resolutions to the conflict.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue discussions about bullying situations and discussing possible resolutions to the conflict.

## Assessments

- Benchmarks assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessment
- Portfolio assessment
- Oral discussions

- Oral presentations
- Quick writes
- Written responses to open-ended questions
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects

### **21<sup>st</sup> Century Skills**

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

### **Interdisciplinary Connections**

- English Language Arts
- Mathematics
- Art
- Theater
- Music
- Character Education
- Technology

<b>Technology Integration</b>		
<b>CPI #</b>	<b>Activity</b>	<b>Proficiency Level</b>
<b>8.1.2.A.2</b>	Use technology terms in daily practice, such as mouse, click, drag, etc.	Developing
<b>8.1.2.A.3</b>	Discuss the common uses of computer applications and hardware in class and in computer lab; participate in discussions about their advantages and disadvantages.	Developing
<b>8.1.2.A.4</b>	Create a document, such as a one-page paper, about why rules and laws are important, using a word processing program.	Developing
<b>8.1.2.A.5</b>	Demonstrate the ability to navigate in developmentally appropriate virtual environments while using a computer in class, the library, or computer lab.	Developing
<b>8.1.2.B.1</b>	Using digital tools and Kidspiration, illustrate and communicate original ideas and stories.	Developing
<b>8.1.2.C.1</b>	Skype and blog with students in other classes, schools, or countries about a variety of topics.	Developing
<b>8.1.2.D.1</b>	Utilize a modified Works Cited form for research papers.	Developing
<b>8.1.2.E.1</b>	Discuss “Netiquette” with peers and suggest possible solutions.	Developing
<b>8.1.2.F.1</b>	Use Google Earth and Google map applications to trace the route Johnny Appleseed took on his venture across the United States.	Developing
<b>8.2.2.G.2</b>	Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose; discuss cyber safety in class, computer lab, and library.	Developing

### **Technology Resources**

- Computer applications
  - <http://www.njleg.state.nj.us/legislativepub/>
  - [www.4Teachers.org](http://www.4Teachers.org)
  - [www.disney.com](http://www.disney.com)
  - [www.njlaw.com](http://www.njlaw.com)
  - [www.njhometown.com](http://www.njhometown.com)
  - [www.goodcharacter.com](http://www.goodcharacter.com)
  - [www.timeforkids.com](http://www.timeforkids.com)
  - [www.internet4classrooms.com](http://www.internet4classrooms.com)
  - [www.kidinfo.com](http://www.kidinfo.com)
  - [www.mrnussbaum.com](http://www.mrnussbaum.com)
  - [www.sheppardsoftware.com](http://www.sheppardsoftware.com)
  - <http://kids.britannica.com/comptons/article-205463/New-Jersey>
  - [www.kids.gov](http://www.kids.gov)
  - [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)
  - <http://literature.pppst.com/talltales.html>
  - <http://americanhistory.pppst.com/symbols.html>
  - <http://government.mrdonn.org/3branches.html>

- [http://bensguide.gpo.gov/files/Ben\\_Activity\\_webversion.pdf](http://bensguide.gpo.gov/files/Ben_Activity_webversion.pdf)
- <http://kids.clerk.house.gov/grade-school/>
- Brain Pop!
- starfall.com
- Enchanted Learning
- Google applications
- Google Earth
- Kidspiration
- PowerPoint
- A to Z Teacher Stuff
- Discovery Education
- ABC book
- Web sites accessing the Constitution, Bill of Rights, etc.
- Word
  - Clip Art
  - Word Art
- Publisher
- PowerPoint
- Excel
- Character Education videos
- Smart Board activities
- CD player and CDs
- ELMO
- Audiotapes and players



<b>Time Frame</b>	<b>October</b>
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• <b>COMMUNITY AND GOVERNMENT</b></li> <li>• <b>NATIONAL HOLIDAYS AND HISTORICAL AMERICAN FIGURES</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.</li> <li>• All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.</li> <li>• All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does our country's government work?</li> <li>• How have historical figures contributed to American life?</li> <li>• How do we determine if sources are legitimate?</li> <li>• What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</li> <li>• 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.</li> <li>• The democratic system of the United States requires active participation of its citizens.</li> <li>• There are different branches with the US government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</li> <li>• Key historical events, documents, and individuals led to the development of our nation.</li> <li>• In a representative democracy, individuals elect representatives to act on the behalf of the people.</li> <li>• Active citizens in the 21<sup>st</sup> century <ul style="list-style-type: none"> <li>○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>○ are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>○ make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> </ul> </li> </ul>	

- develop strategies to reach consensus and resolve conflict.
- demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- There are credible and questionable sources of information about historical and contemporary events.

### **Alignment to 2009 NJCCCS**

- **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** Explain how the United States government is organized and how the Constitution defines and limits the power of the government.
- **6.1.4.A.5** Distinguish the roles and responsibilities of the three branches of the national government.
- **6.1.4.A.6** Explain how national and state governments share power in the federal system of government.
- **6.1.4.A.7** Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- **6.1.4.A.8** Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- **6.1.4.A.12** Explain the process of creating change at the local, state, or national level.
- **6.1.4.D.4** Explain the key events that led to the creation of the United States and the state of New Jersey.
- **6.1.4.D.5** Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the US Constitution, and the Bill of Rights) to present day government and citizenship.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- describe why we need leaders and how we choose them.
- identify the local, state, and national leaders and their contributions.
- define the following terms: government, judge, service, tax, election, Congress, Constitution, Supreme Court, legislature, council, democracy, capital, judicial branch, legislative branch, executive branch, and White House.
- use a problem-solving process to identify a problem, gather information, and list possible solutions.
- identify and describe functions of government.
- identify the three branches of national government and briefly explain the function of each.
- identify the Constitution as the defining document of our country’s government.
- define “fairness,” “equality,” and “the common good.”
- use PowerPoint to develop a chart that shows the organization of the three branches of government and what their powers are.

- Internet to access a copy of the Constitution and discuss the reasons for considering it a defining document of the United States form of government as we know it exists today.
- discuss and understand the meaning behind the words in the Star-Spangled Banner.
- discuss the Pledge of Allegiance and what it means.
- identify Christopher Columbus as the explorer who discovered America.
- understand why it is important and ethical to cite both print and non-print sources of information.
- define terms such as bullying, bystander, intimidation, harassment, conflict, and resolve.
- respond correctly, using the RACE elements, to open-ended questions dealing with the topics under study.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use digital tools to enhance creativity and construct knowledge.
- use digital tools and environments to support the learning process and foster collaboration in solving local and global problems.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- understand how the use of digital tools can help gather and manage information.
- understand how the use of digital tools can help generate solutions and make decisions.
- gain knowledge of the designed world and that it is a product of a design process that provides the means to convert resources into products and systems.

## **Learning Activities**

Students will work independently and collaboratively to

- listen to *The President's Helpers* and then make a chart showing the three branches of government and what they each do.
- understand government functions and its responsibilities.
- create a word web of citizens' and lawmaker's roles and responsibilities.
- write an essay about the qualities a good leader should possess and why you chose those particular qualities.
- create a mobile displaying the three branches of government
- create a graphic on the computer that displays the three branches of government
- prepare for a simulated election to take place in November.
- make cards for a Match Game that matches terms with definitions.
- go online to see virtual tours of Washington, D.C. and points of interest in the nation's capital city.
- use a map of Washington, D.C. to locate government buildings.
- create and perform a skit in which students will determine what rules are fair and equal.
- figure out how much two-thirds is (the majority number Congress requires to pass a law) by using 18 counters and dividing them into three equal groups.

- listen to stories of famous American figures known for their fairness and views on equality.
- listen to the story of Christopher Columbus and participate in oral discussions about the purpose of his voyage, problems faced, and why he is credited with discovering America.
- research Christopher Columbus, prepare a report using keyboarding skills, and present it to the class.
- research how we know that the Earth is not flat; write a report about it using evidence to support your writing.
- construct models of Columbus' ships and explain to the class how they were made.
- create a family tree and using keyboarding skills, write about the roles of each member in their family. Through skyping, exchange information about your family tree with a friend from another school in the United States about your family tree.
- blog with one another about the qualities a good leader should have.
- discuss in a blog why it is important to cite both print and non-print sources when researching.
- write letters to local government officials inviting them in to talk to the class about their jobs and responsibilities.
- write letters to community organizations, such as the Fire House, Police Station, Town Hall, and Post Office, inviting them into the classroom to discuss the services they provide.
- view videos (CDs) on Character Education and discuss what was learned.
- create posters about caring for one another.
- create a "Cooperation Collage" to post.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue discussions about bullying situations and discussing possible resolutions to the conflict.

## **Assessments**

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessment
- Portfolio assessment
- Oral discussions
- Oral presentations
- Quick writes
- Written responses to open-ended questions
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects
- Science projects
- Math projects

## 21<sup>st</sup> Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

### Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science
- Art
- Theater
- Character Education
- Technology

### Technology Integration

CPI #	Activity	Proficiency Level
<b>8.1.2.A.2</b>	Use technology terms in daily practice, such as mouse, click, drag, etc.	Developing
<b>8.1.2.A.3</b>	Discuss the common uses of computer applications and hardware daily in class, computer lab, and library lab; identify their advantages and disadvantages.	Developing
<b>8.1.2.A.4</b>	Create a document with text using a word processing program about Christopher Columbus.	Developing
<b>8.1.2.A.5</b>	Through authentic performance, demonstrate the ability to navigate in developmentally appropriate virtual environments while on the computer in class, computer lab, or library lab.	Developing
<b>8.1.2.B.1</b>	Using digital tools and Kidspiration, illustrate and communicate an original story about a bullying situation.	Developing
<b>8.1.2.C.1</b>	Engage in a pen pal exchange with another school in the district or a school in another state or country.	Developing
<b>8.1.2.D.1</b>	Use a modified Works Cited form when creating a research paper.	Developing
<b>8.1.2.E.1</b>	Discuss “Netiquette” and why it is important.	Developing
<b>8.1.2.F.1</b>	Using Google Earth, view a map of Washington, D.C.’s most important government buildings. Draw a map of your own to show their locations.	Developing
<b>8.2.2.G.2</b>	Participate in discussions about cybersafety.	Developing

### Technology Resources

- Computer applications
  - <http://www.njleg.state.nj.us/legislativepub/>
  - [www.4Teachers.org](http://www.4Teachers.org)
  - [www.discoveryeducation.com](http://www.discoveryeducation.com)
  - [www.njlaw.com](http://www.njlaw.com)
  - [www.njhometown.com](http://www.njhometown.com)
  - [www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)
  - [www.goodcharacter.com](http://www.goodcharacter.com)
  - [www.timeforkids.com](http://www.timeforkids.com)
  - [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)
  - [www.internet4classrooms.com](http://www.internet4classrooms.com)
  - [www.kidinfo.com](http://www.kidinfo.com)
  - [www.mrnussbaum.com](http://www.mrnussbaum.com)
  - [www.sheppardsoftware.com](http://www.sheppardsoftware.com)
  - <http://kids.britannica.com/comptons/article-205463/New-Jersey>
  - [www.kids.gov](http://www.kids.gov)
  - [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)
  - <http://literature.pppst.com/talltales.html>
  - <http://americanhistory.pppst.com/symbols.html>
  - <http://government.mrdonn.org/3branches.html>
  - [http://bensguide.gpo.gov/files/Ben\\_Activity\\_webversion.pdf](http://bensguide.gpo.gov/files/Ben_Activity_webversion.pdf)
  - <http://kids.clerk.house.gov/grade-school/>
  - Brain Pop!
  - starfall.com
  - Enchanted Learning
  - Google Earth
  - Harcourt Website for Educators
  - Town web sites
  - A to Z Teacher Stuff
  - Discovery Education
  - ABC book
  - Web sites that access government terms, such as Constitution, Bill of Rights, etc.
  - Word
    - Clip Art
    - Word Art
  - Publisher
  - PowerPoint
  - Excel
- Character Education videos
- Smart Board
- CD Player and CDs
- ELMO
- Audiotapes and player
- Math calculators

<b>Time Frame</b>	<b>November</b>
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• <b>COMMUNITY AND GOVERNMENT</b></li> <li>• <b>NATIONAL HOLIDAYS AND HISTORICAL AMERICAN FIGURES</b></li> <li>• <b>MAP AND GLOBE SKILLS</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.</li> <li>• All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.</li> <li>• Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.</li> <li>• When conducting research, we must seek information from credible sources and respect the laws regarding plagiarism.</li> <li>• We must use precaution, cyber safety, and rules of Netiquette when navigating the Internet.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are the jobs of our community and state government officials?</li> <li>• How have historical figures contributed to our American identity?</li> <li>• How do geographic tools, such as maps, pose and answer questions about spatial distributions and patterns on Earth?</li> <li>• How does human migration affect a region?</li> <li>• What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li> <li>• In a representative democracy, individuals elect representatives to act on the behalf of the people.</li> <li>• The United States democratic system requires active participation of its citizens.</li> <li>• Key historical events, documents, and individuals led to the development of our nation.</li> <li>• Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</li> <li>• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments.</li> <li>• Technological tools, such as GIS, GPS, and the Internet assist with solving problems related to understanding location, distance, and direction.</li> </ul>	

- Active citizens in the 21<sup>st</sup> century
  - 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.
- There are credible and questionable sources of information about historical and contemporary events.

### **Alignment to 2009 NJCCCS**

- **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.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.12** Explain the process of creating change at the local, state, or national level.
- **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.
- **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 locations worldwide have contributed to cultural diffusion and economic interdependence.
- **6.1.4.B.3** Explain how and when it is important to use digital geographical tools, political maps, and globes to measure distance and to determine time zones and locations using latitude and longitude.
- **6.1.4.D.4** Explain the key events that led to the creation of the United States and the state of New Jersey.
- **6.1.4.D.17** Explain the significance of symbols, monuments, and holidays in developing American identity in a diverse American society.
- **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.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- identify the similarities in structure of local, state, and national governments.
- compare and contrast the functions of local and state governments.
- understand the importance of the elective process.
- discuss the right to vote and why it is important in electing officials at the local, state, and



national levels.

- discuss the way our government responds to our concerns today and contrast with how England responded to the concerns of the colonies.
- discuss the benefits of choosing our leaders as opposed to having an imposed leader.
- identify landforms and bodies of water in North America using a map key and symbols.
- locate children's school, community, state, and country on a map or globe or using Google Earth.
- use a map grid to locate places on a map.
- use an atlas.
- know the difference in uses between a political map and a physical map.
- use a population map to understand the amount of people living in different regions and, in particular, New Jersey as compared to other areas.
- describe the differences between cities, towns, suburbs, and rural areas.
- give reasons why bullying, harassment, and intimidation are inappropriate behaviors that should not be tolerated.
- respond correctly, using the RACE elements, to open-ended questions dealing with the topics under study.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- explain why it is important to cite both print and non-print sources when conducting research.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use digital tools to enhance creativity and construct knowledge.
- use digital tools and environments to support the learning process and foster collaboration in solving local and global problems.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- understand how the use of digital tools can help gather and manage information.
- understand how the use of digital tools can help generate solutions and make decisions.
- effectively design technology systems using information literacy skills, research, data analysis, and prediction.
- understand that the creation of technology is derived from the application and appropriate use of technological resources.
- gain knowledge of the designed world and that it is a product of a design process that provides the means to convert resources into products and systems.

## Learning Activities

Students will work independently and collaboratively to

- hold a classroom Mock Election.
- use the November issues of weekly periodicals, such as *Weekly Reader* and *Time for Kids* to learn about elections.
- discuss election news with students from another country through skyping or blogging; find

out their opinions about who they would like to see win the election and why. Post the results and predict the outcomes based upon the claims and reasons given by the students in the other country.

- create a Venn diagram comparing and contrasting the different rights held by people today and by the colonists.
- use Internet programs to participate in activities pertaining to the understanding and knowledge of historical figures and community life.
- use Internet programs to participate in activities pertaining to the understanding and knowledge of government functions and responsibilities.
- write a letter to your principal, mayor, or governor about a problem in your community and include your proposal for how to solve it.
- use Internet programs to learn how to solve problems regarding location, distance, and direction.
- participate in Smart Board activities that focus upon using a map grid.
- make a map of the neighborhood or local community, complete with a map key.
- find locations on a road map using the map grid.
- using a map of North America, label the countries, landforms, and bodies of water.
- develop map skills critical to using an atlas.
- move directionally on a map according to directions given, such as “What town is directly northwest of Ocean Township?”
- color population maps according to population amounts ranging from smallest to largest.
- compare and contrast the differences in size and population density of various population areas.
- determine why more people live in one area than another; use evidence to support your conclusions.
- name some national holidays and explain their significance in helping Americans develop a sense of a national identity.
- listen to and discuss *The Story of the First Thanksgiving*.
- make a model of a Pilgrim village through information gained by visiting web sites about Plymouth Plantation.
- research the Wampanoag Indians and contribution Squanto made to the First Thanksgiving using Internet sources. Prepare a report to share orally with the class.
- research the Mayflower and the voyage it made across the Atlantic Ocean and using keyboarding skills, prepare a report to share orally with the class.
- write a script about the First Thanksgiving and present a play for another class.
- compose a timeline of important historical events since Columbus’ voyage to North America.
- write about and illustrate a picture depicting the First Thanksgiving, research the topic, and prepare a report to share orally with the class.
- create and/or participate in a class play about Thanksgiving.
- examine a Works Cited form to discover what it includes.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue discussions about bullying situations and discussing possible resolutions to the conflict.

## Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessment
- Portfolio assessment
- Oral discussions
- Oral presentations
- Quick writes
- Written responses to open-ended questions
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects

## 21<sup>st</sup> Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

## Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science
- Art
- Theater
- Character Education
- Technology

<b>Technology Integration</b>		
<b>CPI #</b>	<b>Activity</b>	<b>Proficiency Level</b>
<b>8.1.2.A.2</b>	Use technology terms in daily practice, such as mouse, click, drag, etc.	Developing
<b>8.1.2.A.3</b>	Discuss the common uses of computer applications and hardware and use knowledge to identify their advantages and disadvantages.	Developing
<b>8.1.2.A.4</b>	Create a document with text about the First Thanksgiving using a word processing program.	Developing
<b>8.1.2.A.5</b>	Demonstrate the ability to navigate in developmentally appropriate virtual environments through authentic performance in class, computer lab, and library.	Developing
<b>8.1.2.B.1</b>	Using digital tools and Kidspiration, illustrate and communicate an original story about the Pilgrims' trip across the Atlantic.	Developing
<b>8.1.2.C.1</b>	Skype or blog with students in other classes, schools, or countries using electronic tools about the November presidential election.	Developing
<b>8.1.2.D.1</b>	Use a modified Works Cited form when doing a research paper.	Developing
<b>8.1.2.F.1</b>	Compute the distance traveled by the Pilgrims from England to America. Could they have taken a route that would have allowed them to land sooner? If so, where would that be?	Developing
<b>8.2.2.D.1</b>	Conduct a classroom survey about the most important problems facing our country/issues in the presidential election. Predict who will win the election based upon each candidate's claims.	Developing → Mastery
<b>8.2.2.E.1</b>	Using digital tools, communicate with students in the United States or other countries to gather information about who they believe will win the presidential election. Share the results of the investigation.	Developing → Mastery
<b>8.2.2.G.2</b>	Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.	Developing
<b>Technology Resources</b>		
<ul style="list-style-type: none"> <li>• Computer applications <ul style="list-style-type: none"> <li>○ <a href="http://www.4Teachers.org">www.4Teachers.org</a></li> <li>○ <a href="http://www.Nystrom.com">www.Nystrom.com</a></li> <li>○ <a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li>○ <a href="http://www.goodcharacter.com">www.goodcharacter.com</a></li> <li>○ <a href="http://www.harcourtschool.com/ss1">www.harcourtschool.com/ss1</a></li> <li>○ <a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></li> <li>○ <a href="http://www.kidinfo.com">www.kidinfo.com</a></li> <li>○ <a href="http://www.mrnussbaum.com">www.mrnussbaum.com</a></li> </ul> </li> </ul>		

- [www.sheppardsoftware.com](http://www.sheppardsoftware.com)
- <http://kids.britannica.com/comptons/article-205463/New-Jersey>
- [www.kids.gov](http://www.kids.gov)
- [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)
- <http://literature.pppst.com/talltales.html>
- <http://americanhistory.pppst.com/symbols.html>
- <http://government.mrdonn.org/3branches.html>
- [http://bensguide.gpo.gov/files/Ben\\_Activity\\_webversion.pdf](http://bensguide.gpo.gov/files/Ben_Activity_webversion.pdf)
- <http://kids.clerk.house.gov/grade-school/>
- Brain Pop!
- starfall.com
- Enchanted Learning
- Google Earth
- Plymouth Plantation web site
- Wampanoag Homesite
- Mayflower II web site
- A to Z Teacher Stuff
- Discovery Education
- ABC book
- Web sites that access government terms, such as Constitution, Bill of Rights, etc.
- Word
  - Clip Art
  - Word Art
- Publisher
- PowerPoint
- Excel
- Smart Board
- CD player and CDs
- Character Education videos
- ELMO
- Audiotapes and players
- Math calculators

<b>Time Frame</b>	<b>December</b>
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• <b>MAP AND GLOBE SKILLS</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• All students will apply understanding of knowledge of spatial relationships and other geography skills to understand human behavior in relation to the physical and cultural environment.</li> <li>• When conducting research, we must seek information from credible sources and respect the laws regarding plagiarism.</li> <li>• We must use precaution, cyber safety, and rules of Netiquette when navigating the Internet.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do maps help people find locations?</li> <li>• What countries and landforms make up North America?</li> <li>• Why are seasons and climate different in different regions?</li> <li>• What influences people in their choices of where to live?</li> <li>• What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Where we live influences how we live.</li> <li>• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>• Places are jointly characterized by their physical and human properties.</li> <li>• Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> <li>• Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>• Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</li> <li>• Technological tools, such as GIS, GPS, and the Internet assist with solving problems related to understanding location, distance, and direction.</li> <li>• Active citizens in the 21<sup>st</sup> century <ul style="list-style-type: none"> <li>○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>○ are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>○ make informed and reasoned decisions by seeking and assessing information, asking</li> </ul> </li> </ul>	

- 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.
- There are credible and questionable sources of information about historical and contemporary events.

### **Alignment to 2009 NJCCCS**

- **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.
- **6.1.4.B.3** Explain how and when it is important to use digital geographical tools, political maps, and globes to measure distance and to determine time zones and locations using latitude and longitude.
- **6.1.4.B.4** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.4.B.7** Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- **6.1.4.B.9** Relate advances in science and technology to environmental concerns and the actions taken to address them.
- **6.3.4.A.2** Contact local officials and community members to acquire information and/or discuss local issues.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- recognize continents, hemispheres, the equator, and poles on a map or globe.
- identify and compare the major characteristics of world regions.
- define compare and contract.
- understand the following geographic terms: location, relative location, absolute location, landform, region, climate, map grid, continent, peninsula, island, gulf, climate, equator, hemisphere, pole, compass rose, and intermediate and cardinal directions.
- compare and contrast absolute and relative location.
- use a table.
- identify the cardinal directions.
- using a Venn diagram, compare and contrast the weather of two different seasons where you live.
- recognize that climate and seasons vary depending on location and time of year.
- describe the climate of a place.
- how climate and weather influence people in their choices of where they live.
- understand and interpret information from a table or chart.
- understand that a landform map shows physical features of the earth.
- explain the use of latitude and longitude lines.

- discuss GPS as a specific technology and how it affects the individual, family, community, and environment.
- discuss different habitats and how one would need to adapt to live within them.
- understand that recycling helps to better the environment.
- compare/contrast where we live in New Jersey to other parts of the state as well as other parts of the United States.
- respond correctly, using the RACE elements, to open-ended questions dealing with the topics under study.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue to increase their understanding of a Works Cited form.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use digital tools to enhance creativity and construct knowledge.
- use digital tools and environments to support the learning process and foster collaboration in solving local and global problems.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- understand how the use of digital tools can help generate solutions and make decisions.
- understand that the design process is a systematic approach to solving problems.
- use digital tools and environments to support the learning process and foster collaboration in solving local and global problems.
- gain knowledge of the designed world and that it is a product of a design process that provides the means to convert resources into products and systems.

## Learning Activities

Students will work independently and collaboratively to

- write sentences using a Venn diagram comparing and contrasting the climates of two different seasons and illustrate.
- color, cut, and paste the seven continents into their correct locations on a large piece of paper to compose a world map; label the continents, five oceans, and include the equator and cardinal directions.
- using the software available in the computer lab, participate in a lesson about cardinal directions.
- using drawing tools on the computer, draw a simple map of your home.
- make a flour-and-water, clay, or Play-doh relief map of the world labeling the seven continents, five oceans, and equator; include a compass rose with cardinal directions labeled on it.
- construct a compass rose from card stock.
- use Google Earth as well as other Google map applications to locate the oceans and continents.
- make a globe using balloons and paper mache. Label the continents and oceans.



- learn and sing *The Continent and Ocean Song*.
- contact a local official who works with recycling and invite him/her to the classroom to discuss the issue of recycling; discuss how recycling affects the local community and its environment.
- use the Smart Board to participate in activities that focus on locating the continents and oceans of the world on a world map.
- compare/contrast where we live as opposed to other regions in the state and/or US in a writing assignment; give reasons for why we would choose to live here or move somewhere else; orally present to the class.
- examine a Works Cited form and analyze why it includes certain elements.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue discussions about bullying situations and discussing possible resolutions to the conflict.

### Assessments

- Benchmark tests
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessment
- Portfolio assessment
- Oral discussions
- Oral presentations
- Quick writes
- Written responses to open-ended questions
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects

### 21<sup>st</sup> Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

### Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science
- Art
- Music
- Character Education

- Technology

### Technology Integration

CPI #	Activity	Proficiency Level
8.1.2.A.2	Use technology terms in daily practice, such as mouse, click, drag, etc.	Developing
8.1.2.A.3	Discuss the common uses of computer applications and hardware and use knowledge to identify their advantages and disadvantages.	Developing
8.1.2.A.4	Using a word processing program, create a document with text about the need to recycle.	Developing
8.1.2.A.5	Through authentic performance, demonstrate the ability to navigate in developmentally appropriate virtual environments while in class, computer lab, or the library.	Developing
8.1.2.B.1	Using digital tools, illustrate, write, and then present an original story about being a citizen of a make-believe country. Describe what that country is like physically and governmentally and tell what it is like to live in that country.	Developing
8.1.2.C.1	Using electronic tools, discuss recycling with students in other classes in New Jersey, the United States, or other countries.	Developing
8.1.2.D.1	Use a modified Works Cited form when using resources to develop a report.	Developing
8.1.2.F.1	Draw a simple map of your home. Include cardinal directions. Use MapQuest to find out the distance between two locations in New Jersey. Then, choose an alternate route. Which route is the shortest and why?	Developing
8.2.2.B.2	Discuss how recycling has improved the local environment, particularly with regard to the beaches?	Developing
8.2.2.C.1	Demonstrate how recycling has been helpful to the people living in Ocean Township.	Developing
8.2.2.G.2	Discuss “Netiquette” and cybersafety in class discussions, computer lab, and library lab.	Developing

### Technology Resources

- Computer applications
  - [www.4Teachers.org](http://www.4Teachers.org)
  - [www.nystromnet.com](http://www.nystromnet.com)
  - <http://www.proteacher.com>
  - <http://regions.pppst.com/usa.html>
  - [www.timeforkids.com](http://www.timeforkids.com)
  - [www.goodcharacter.com](http://www.goodcharacter.com)
  - [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)
  - [www.internet4classrooms.com](http://www.internet4classrooms.com)

- [www.kidinfo.com](http://www.kidinfo.com)
- [www.mrnussbaum.com](http://www.mrnussbaum.com)
- <http://geography.mrdonn.org/landforms.html>
- [www.sheppardsoftware.com](http://www.sheppardsoftware.com)
- <http://www.weatherwizkids.com/weather-climate.htm>
- Brain Pop!
- starfall.com
- Enchanted Learning
- Google Earth
- Google map applications
- Harcourt Website for Educators
- Map Zone
- National Geographic Kids
- Word
  - Clip Art
  - Word Art
- Publisher
- PowerPoint
- Excel
- Character Education videos
- Smart Board
- CD player and CDs
- ELMO
- Audiotapes and player

<b>Time Frame</b>	<b>January</b>
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• <b>NATURAL RESOURCES, USES, AND PRESERVATION</b></li> <li>• <b>HISTORICAL AMERICAN FIGURES</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.</li> <li>• The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</li> <li>• When conducting research, we must seek information from credible sources and respect the laws regarding plagiarism.</li> <li>• We must use precaution, cyber safety, and rules of Netiquette when navigating the Internet.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What relationship do people have with natural resources?</li> <li>• What are some of the reasons people choose to live in a place?</li> <li>• How have transportation and communication changed over time?</li> <li>• How has technology affected the environment and our society?</li> <li>• How do people change their environment?</li> <li>• How have historical figures contributed to our present American life?</li> <li>• What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Where we live influences how we live. Resource availability is one reason people settle where they do.</li> <li>• Availability of resources affects economic outcomes.</li> <li>• Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> <li>• Technological changes impact the environment which can both accommodate and be endangered by human activities.</li> <li>• The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community response to the violation of fundamental rights.</li> <li>• Many cultural traditions and heritages contribute to our state's and nation's diversity.</li> <li>• In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</li> </ul>	

- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Active citizens in the 21<sup>st</sup> century
  - 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.
- There are credible and questionable sources of information about historical and contemporary events.

### **Alignment to 2009 NJCCCS**

- **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** 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.15** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.4.B.4** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.4.B.5** Describe how human interaction impacts the environment in New Jersey and the United States.
- **6.1.4.B.8** Compare ways people choose to use, share, and divide natural resources.
- **6.1.4.B.9** Relate advances in science and technology to environmental concerns and the actions taken to address them.
- **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.15** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- **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.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

## Key Concepts and Skills

Students will be able to

- describe the factors that influence where people live.
- identify how the geography of a place affects the way people live.
- define the following terms: rural, urban, suburb, environment, technology, product, natural resource, and conservation.
- understand that changes in technology help to improve people's lives, such as with improvements in transportation systems and communications.
- identify and compare urban, suburban, and rural areas.
- using a Venn diagram, compare and contrast urban and suburban areas.
- make a poster that shows how people have changed the environment in your community.
- compare and contrast farming today with farming long ago.
- describe how people use technology to change their environment.
- identify, read, and interpret the features of a product map.
- identify ways tolerance and fairness help create a peaceful environment.
- identify Dr. Martin Luther King, Jr. as a famous American historical figure and describe his contribution to American civil rights.
- understand the roles and rules a community must obey in order to function effectively.
- understand that collaboration is required to find solutions to challenges and that this is what Dr. Martin Luther King, Jr. proposed in his leadership for civil rights.
- understand the concept of recycling.
- discuss ways to recycle, prevent pollution, and keep the Earth green.
- explain how natural disasters affect a country's ability to obtain the resources it needs.
- respond correctly, using the RACE elements, to open-ended questions dealing with the topics under study.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- begin to use a modified Works Cited form and be able to give reasons for why adherence to such citations is important.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use digital tools to enhance creativity and construct knowledge.
- use digital tools and environments to support the learning process and foster collaboration in solving local and global problems.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- understand how the use of digital tools can help gather and manage information.
- use digital tools and environments to support the learning process and foster collaboration in solving local and global problems.
- gain knowledge of the designed world and that it is a product of a design process that provides the means to convert resources into products and systems.

## Learning Activities

Students will work independently and collaboratively to

- create a poster about the local community showing things that are natural and things that are man-made.
- create a product map of a fictional state and include a map key.
- list examples of three natural resources and explain why they are valuable as resources.
- create a list of natural resources, such as food, water, air, etc. Explain the value and uses of each to the class in an oral presentation.
- design a sign urging people to conserve a natural resource.
- choose a natural resource, such as gold, silver, or oil to research; and using keyboarding skills, prepare a report that tells where it is found, how it is obtained, what its uses are, and any conflicts that are existent due to its use.
- choose a favorite farm product and write a descriptive paragraph about it to share with peers.
- construct a flow chart showing how a product reaches the American consumer.
- use a picture graph to show numbers of things.
- use a Venn diagram to compare and contrast an urban and rural area.
- create models of a rural, suburban, and urban area and present them in a talk that clarifies the similarities and differences in each type of environment.
- plan a class project to inform others about environmental issues at the local or state level and propose possible solutions.
- participate in outdoor activities that will help keep the Earth green.
- compare and contrast rural, suburban, and urban areas and list the advantages and disadvantages of living in each environment.
- explain how New Jersey's economy would be negatively affected if the beaches were to be closed. Discuss the local environment with others in a blog.
- research farming as a primary industry in the United States through use of Internet sources. Compare/contrast present-day farming with farming as it was in the past by writing a report and sharing it orally with the class. Include a modified Works Cited form.
- research Rachel Carson on the Internet and using keyboarding skills, design a report that describes her contribution to society. Include a modified Works Cited form.
- draw a picture that shows how people have changed the environment in your area.
- listen to the biographies of Ruby Bridges and Dr. Martin Luther King, Jr. and participate in oral discussions about what each contributed to American society.
- use keyboarding skills to write a report on Dr. Martin Luther King, Jr. and what he did as a leader of civil rights. Include a modified Works Cited form.
- use Brain Pop and Elementary Browser to complete activities that focus on Martin Luther King, Jr. and his contributions to the political growth of America.
- listen to *The Sneetches* and discuss tolerance toward the differences in people.
- role play scenarios that involve intolerance vs. tolerance.
- use keyboarding skills to type a modified Works Cited form as part of a research paper.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).

- continue discussions about bullying situations and discussing possible resolutions to the conflict.

### Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessment
- Portfolio assessment
- Oral discussions
- Oral presentations
- Quick writes
- Written responses to open-ended questions
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects
- Science projects

### 21<sup>st</sup> Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

### Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science
- Art
- Theater
- Character Education
- Technology

### Technology Integration

CPI #	Activity	Proficiency Level
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<b>8.1.2.A.2</b>	Use technology terms in daily practice, such as mouse, click, drag, etc.	Developing
<b>8.1.2.A.3</b>	In the classroom, computer lab, and library lab, discuss the common uses of computer applications and hardware and use that knowledge to identify their advantages and disadvantages.	Developing
<b>8.1.2.A.4</b>	Using a word processing program, write a one-page paper on why the beach is an important resource to the local community.	Developing
<b>8.1.2.A.5</b>	Through authentic performance in class, computer, lab, and library lab, demonstrate the ability to navigate in developmentally appropriate virtual environments.	Developing
<b>8.1.2.B.1</b>	Using digital tools, illustrate, write, and then present an original story about how farming in New Jersey has changed over the last 100 years.	Developing
<b>8.1.2.C.1</b>	Using electronic tools, skype or blog with students from other classes, schools, or countries about important environmental issues they are facing.	Developing
<b>8.1.2.D.1</b>	Use a modified Works Cited form when conducting research.	Developing
<b>8.1.2.E.1</b>	Using digital tools and online resources, research a problem such as pollution that will have a profound effect on children's future. Discuss possible solutions.	Developing
<b>8.2.2.C.1</b>	Demonstrate how reusing a product affects the local and global environment.	Developing → Mastery
<b>8.2.2.G.2</b>	Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.	Developing

### Technology Resources

- Computer applications
  - Panwapa <http://www.panwapa.com>
  - [www.4Teachers.org](http://www.4Teachers.org)
  - [www.goodcharacter.com](http://www.goodcharacter.com)
  - [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)
  - [www.pbs.org](http://www.pbs.org)
  - <http://www.nj.gov/hangout>
  - <http://www.state.nj.us/history>
  - A to Z Teacher Stuff
  - Discovery Education
  - Brain Pop!
  - starfall.com
  - Elementary Browser
  - Enchanted Learning
  - Google Earth
  - Harcourt Website for Educators

- City Creator
- eBook sites
- NJ Department of Transportation
- Web site for the NJ Department of Environmental Protection or Environmental Protection Agency
- Southern Poverty Law Organization web site (free materials)
- Word
  - Clip Art
  - Word Art
- Publisher
- PowerPoint
- Excel
- Character Education videos
- Smart Board
- CD player and CDs
- ELMO
- Audiotapes and player
- Math calculators

**Time Frame** | **February**

### **Topics**

- **EARLY AMERICANS**
- **TECHNOLOGY AND HOW IT CHANGES OUR SOCIETY**

### **Big Ideas**

- The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with a historical perspective that informs both thinking and action.
- The development of social studies skills enables learners to apply the concepts of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues, and events.
- Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.
- When conducting research, we must seek information from credible sources and respect the laws regarding plagiarism.
- We must use precaution, cyber safety, and rules of Netiquette when navigating the Internet.

### **Essential Questions**

- How have historical figures contributed to American life?
- How are we connected to the past?
- How did our country gain its independence?
- How do we honor our American heritage and the people and events in our country's history?
- How do geographic tools pose and answer questions about spatial distributions and patterns on Earth?
- What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

### **Enduring Understandings**

- Many cultural traditions and heritages contribute to our state's and nation's diversity.
- The past influences the present and the future.
- Key historical events, documents, and individuals led to the development of our nation.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have resulted in improvements in lifestyle, access to information, and the creation of new products, changing and impacting the environment.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.

- Active citizens in the 21<sup>st</sup> century
  - 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.
- There are credible and questionable sources of information about historical and contemporary events.

### **Alignment to NJCCCS**

- **6.1.4.B.9** Relate advances in science and technology to environmental concerns and the actions taken to address them.
- **6.1.4.C.15** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- **6.1.4.C.16** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.4.C.18** Explain how the development of communications systems has led to increased collaboration and the spread of ideas through the United States and the world.
- **6.1.4.D.1** Determine the impact of European colonization on Native American populations.
- **6.1.4.D.6** Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- **6.1.4.D.7** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- understand the concept of time in terms of past, present, and future.
- recognize that some things change over time and other things stay the same.
- recognize Native Americans as the first group of people to live in North America and describe their lifestyle.
- understand that symbols, landmarks, memorials, and monuments remind us of our American heritage.
- recognize February as Presidents' Month in which we celebrate the birthdays of Washington and Lincoln.
- define colonies and settlers, especially Jamestown and the early European settlers.
- explain the impact the European settlers had on the Early American Natives and their lifestyle.
- discuss how improvements in communication have contributed to a shrinking world.

- identify changes in communication and transportation over the last two centuries.
- describe how new methods of communication and transportation link people, places, and ideas.
- using keyboarding skills, compose a list of all of the different types of transportation that you have used in your life. Tell which was the fastest, slowest, most efficient, and most convenient.
- interpret the features and follow a route from one location to another on a route map.
- name some resources New Jersey has that may have been used to trade with people from other areas in the past.
- compare your life to that of a colonial child.
- explain how technological advancements can lead to environmental changes.
- understand how technology changes the environment.
- define the following terms: change, history, colony, independence, landmark, sequence, settler, past-present-future, source, Native American, timeline, heritage, fiction, nonfiction, and fact.
- name some important Black American inventors and understand that their contributions helped to change the way we live in our society.
- respond correctly, using the RACE elements, to open-ended questions dealing with the topics under study.
- use a modified Works Cited form when conducting research.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use digital tools to enhance creativity and construct knowledge.
- use digital tools and environments to support the learning process and foster collaboration in solving local and global problems.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- understand how the use of digital tools can help gather and manage information.
- understand how the use of digital tools can help generate solutions and make decisions.
- understand that the design process is a systematic approach to solving problems.
- understand that the creation of technology is derived from the application and appropriate use of technological resources.
- gain knowledge of the designed world and that it is a product of a design process that provides the means to convert resources into products and systems.

## **Learning Activities**

Students will work independently and collaboratively to

- create a family tree showing their family's generations.
- complete a writing activity on comparing and contrasting your life to the life of a colonial child.
- list all methods of communication and transportation that you have used in your life. Tell how they have affected your life for the better or worse and why you feel that way.
- investigate how transportation systems have changed in the last few centuries and how its

evolution has impacted individuals, families, and communities in New Jersey.

- describe the lifestyle of the Native Americans as the first group of people to inhabit North America.
- create a model of Jamestown based upon knowledge and information gained through using the Internet sites about Jamestown.
- research early colonial settlements, such as Plymouth or Jamestown, and using keyboarding skills, type a report to share with the class.
- listen to music of the colonial period and develop a report, using keyboarding skills, on what the music was like to present to the class.
- write a narrative essay, using keyboarding skills, about a major event in one's life.
- research a famous early American, such as Washington, Jefferson, or Franklin, and using keyboarding skills, write a report to share with the class.
- use a route map to locate the routes taken to arrive at predetermined locations.
- complete Internet activities focused on "The First Americans," using Mr. Nussbaum Social Studies and Fun Brain.
- research a famous Black American and using keyboarding skills, develop a report about what that person did to make our lives different. Present the report orally to the class.
- develop a timeline that shows major events that occurred in your life from birth to present.
- choose an invention to research and trace to see how this invention was begun and is used today.
- choose a common toy or tool to examine and describe how its parts work as part of a system.
- brainstorm and devise a plan to repair a broken toy/tool using the design process.
- celebrate Black History Month through a variety of research-related projects, such as focusing upon Peter Salem, an African American who had been a slave.
- use a modified Works Cited form as part of a research paper.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue discussions about bullying situations and discussing possible resolutions to the conflict.

## Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessment
- Portfolio assessment
- Oral discussions
- Oral presentations
- Quick writes
- Written responses to open-ended questions
- Informal observation (checklists, anecdotal notes, etc.)
- Music projects
- Literacy projects
- Art projects

<b>21<sup>st</sup> Century Skills</b>						
x	Creativity & Innovation	x	Critical Thinking	x	Communication	x Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy	
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills	
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts	
<b>Interdisciplinary Connections</b>						
<ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• Mathematics</li> <li>• Science</li> <li>• Art</li> <li>• Theater</li> <li>• Music</li> <li>• Character Education</li> <li>• Technology</li> </ul>						
<b>Technology Integration</b>						
<b>CPI #</b>	<b>Activity</b>				<b>Proficiency Level</b>	
<b>8.1.2.A.2</b>	Use technology terms in daily practice, such as mouse, click, drag, etc.				Developing	
<b>8.1.2.A.3</b>	In the classroom, computer lab, and library lab, discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.				Developing	

<b>8.1.2.A.4</b>	Using a word processing program, create a document with text on a famous Black American.	Developing
<b>8.1.2.A.5</b>	Through authentic performance in the classroom, computer lab, and/or library lab, demonstrate the ability to navigate in developmentally appropriate virtual environments.	Developing
<b>8.1.2.B.1</b>	Using digital tools and Kidspiration, write and illustrate an original story about being a colonial child.	Developing
<b>8.1.2.C.1</b>	Using electronic tools, discuss the most important events that have occurred in history since your birth with a student in another class. Decide between the two of you which are the three most important events and share with your class.	Developing
<b>8.1.2.D.1</b>	Use a modified Works Cited form when conducting research.	Developing
<b>8.1.2.E.1</b>	Using digital tools and online resources, research a problem/issue affecting children today that did not affect children of the past. Discuss possible solutions.	Developing → Mastery
<b>8.1.2.F.1</b>	Use mapping tools to plan and choose alternate routes to and from various locations.	Developing → Mastery
<b>8.2.2.A.1</b>	Describe how technology products, systems, and resources are useful at school, home, and work. Use examples from the work you have performed thus far this school year.	Developing
<b>8.2.2.B.1</b>	Using the design process, brainstorm and devise a plan to repair a broken toy of choice.	Developing → Mastery
<b>8.2.2.B.2</b>	Investigate the influence of the development of local transportation systems on individuals, families, communities, and the environment of Ocean Township.	Developing
<b>8.2.2.F.1</b>	Identify the resources needed to create technological products and systems and tell why they are needed.	Developing → Mastery
<b>8.2.2.G.1</b>	Describe how the parts of a common toy/tool interact and work as part of a system.	Developing
<b>8.2.2.G.2</b>	Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.	Developing → Mastery

### **Technology Integration**

- Computer applications
  - [www.4Teachers.org](http://www.4Teachers.org)
  - [www.mrnussbaum.com](http://www.mrnussbaum.com)
  - [www.goodcharacter.com](http://www.goodcharacter.com)
  - [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)
  - <http://americanhistory.pppst.com/symbols.html>
  - [http://bensguide.gpo.gov/files/Ben\\_Activity\\_webversion.pdf](http://bensguide.gpo.gov/files/Ben_Activity_webversion.pdf)
  - [www.internet4classrooms.com](http://www.internet4classrooms.com)
  - A to Z Teacher Stuff
  - Discovery Education
  - Brain Pop!
  - starfall.com



- Enchanted Learning
- Fun Brain
- Map Quest
- Word
  - Clip Art
  - Word Art
- Publisher
- PowerPoint
- Excel
- Smart Board
- CD Player and CDs
- Character Education videos
- ELMO
- Audiotapes and players

<b>Time Frame</b>	<b>March</b>
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• <b>OUR COUNTRY’S INDEPENDENCE</b></li> <li>• <b>PATRIOTISM</b></li> <li>• <b>HEROES AND NATIONAL HOLIDAYS</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with a historical perspective that informs both thinking and action.</li> <li>• The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues, and events.</li> <li>• When conducting research, we must seek information from credible sources and respect the laws regarding plagiarism.</li> <li>• We must use precaution, cyber safety, and rules of Netiquette when navigating the Internet.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does my heritage influence my current life?</li> <li>• How have historical figures contributed to American life?</li> <li>• How am I connected to the past?</li> <li>• What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• There are many different cultures within the classroom and community.</li> <li>• Many cultural traditions and heritages contribute to our state’s and nation’s diversity.</li> <li>• Historians establish justifiable timelines to connect significant events.</li> <li>• Our country’s symbols, monuments, memorials, landmarks, and national holidays help to remind us of our American heritage.</li> <li>• The past influences the present and the future.</li> <li>• Key historical events, documents, and individuals, led to the development of our nation.</li> <li>• Active citizens in the 21<sup>st</sup> century <ul style="list-style-type: none"> <li>○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>○ are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>○ make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> </ul> </li> </ul>	

- develop strategies to reach consensus and resolve conflict.
- demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- There are credible and questionable sources of information about historical and contemporary events.

### **Alignment to 2009 NJCCCS**

- **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.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- identify George Washington as the first President and discuss how he led the first American army against the British.
- identify Thomas Jefferson as the third President and chief designer of the Declaration of Independence.
- identify Benjamin Franklin as a chief contributor to the design of our government.
- understand events in early American history that led to colonization.
- identify important people related to our country's independence.
- identify symbols and landmarks of our country's heritage.
- describe how symbols and landmarks honor our country's history and ideals.
- place important events on a timeline and describe their order.
- understand the concept of patriotism and give examples thereof.
- understand that the world is made up of numerous cultures, each having their own traditions, customs, foods, clothing, etc.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use digital tools to enhance creativity and construct knowledge.
- use digital tools and environments to support the learning process and foster collaboration in solving local and global problems.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- understand how the use of digital tools can help gather and manage information.
- understand how the use of digital tools can help generate solutions and make decisions.
- understand that the design process is a systematic approach to solving problems.
- respond correctly, using the RACE elements, to open-ended questions dealing with the topics under study.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue to increase their understanding of harassment, bullying, and intimidation as inappropriate and unacceptable behaviors.

## Learning Activities

Students will work independently and collaboratively to

- recognize Washington, Jefferson, and Franklin as early American heroes (Jefferson for writing the Declaration of Independence and being the third president; Washington for being a General in the Revolutionary War and becoming our country's first President; and Franklin as one of the framers of our Constitution.)
- dress up as Washington, Jefferson, and Franklin and speak about their accomplishments.
- create a conversation Washington, Jefferson, and Franklin might have had about designing the Declaration of Independence as well as the basic ideas involved in the design of our government.
- create a research project on one of Ben Franklin's inventions/discoveries, such as his discovery of electricity, and using keyboarding skills, develop a report to present to the class that analyzes the influence of electricity on the individual, families, communities, and the environment in general and evaluates its benefits to the global society.
- make a model of one of Franklin's inventions to share with the class. Tell how it works and provide background information on how and why Franklin invented the object.
- research the development of our American flag or the Statue of Liberty as a symbol of our country.
- research some national holidays and, using keyboarding skills, develop a report to share with the class.
- construct a labeled timeline of one's childhood events with drawings or pictures brought from home. Share with peers.
- draw a picture of a landmark or memorial that you know about. Write about who or what it honors and why and share it orally with the class.
- learn and sing *The Star Spangled Banner* and *America the Beautiful*. Examine the words and by using keyboarding skills, prepare a report that explains what the words mean and how they connote America.
- explain why it is important for us to respect our national anthem.
- write a letter to a famous American we honor thanking him/her for how he/she helped our country.
- write a paragraph about "What Patriotism Means to Me" and share with peers.
- use Harcourt website for educators and students to complete correlating activities.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue discussions about bullying situations and discussing possible resolutions to the conflict.

## Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessment
- Portfolio assessment
- Oral discussions

- Oral presentations
- Quick writes
- Written responses to open-ended questions
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects

### 21<sup>st</sup> Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

### Interdisciplinary Connections

- English Language Arts
- Mathematics
- Music
- Art
- Theater
- Science
- Character Education
- Technology

### Technology Integration

CPI #	Activity	Proficiency Level
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<b>8.1.2.A.2</b>	Use technology terms in daily practice, such as mouse, click, drag, etc.	Developing
<b>8.1.2.A.3</b>	Discuss the common uses of computer applications and hardware and use knowledge to identify their advantages and disadvantages.	Developing
<b>8.1.2.A.4</b>	Using a word processing program, create a document with text on “What Patriotism Means to Me.”	Developing
<b>8.1.2.A.5</b>	Through authentic performance in class, computer lab, and library lab, demonstrate the ability to navigate in developmentally appropriate virtual environments.	Developing
<b>8.1.2.B.1</b>	Using digital tools, illustrate and communicate an original story about a famous American figure.	Developing
<b>8.1.2.C.1</b>	Skype or blog with peers about the importance of honoring our national figures. In discussions with students from other countries, discuss their national figures and monuments as well.	Developing
<b>8.1.2.D.1</b>	Use a modified Works Cited form for research-based papers.	Developing
<b>8.2.2.B.2</b>	Investigate how Ben Franklin’s discovery of electricity has impacted the world.	Developing

### **Technology Integration**

- Computer applications
  - [www.goodcharacter.com](http://www.goodcharacter.com)
  - [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)
  - [www.4Teachers.com](http://www.4Teachers.com)
  - [www.mrnussbaum.com](http://www.mrnussbaum.com)
  - [www.internet4classrooms.com](http://www.internet4classrooms.com)
  - Brain Pop!
  - starfall.com
  - Discovery Education
  - Enchanted Learning
  - Fun Brain
  - Library of Congress Digital Collections
  - Word
    - Clip Art
    - Word Art
  - Publisher
  - PowerPoint
  - Excel
- Smart Board
- CD player and CDs
- Character Education videos
- ELMO
- Audiotapes and player

<b>Time Frame</b>	<b>April-Mid May</b>
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• <b>TRADE AND FREE ENTERPRISE</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with a historical perspective that informs both thinking and action.</li> <li>• When conducting research, we must seek information from credible sources and respect the laws regarding plagiarism.</li> <li>• We must use precaution, cyber safety, and rules of Netiquette when navigating the Internet.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How is price determined?</li> <li>• Why do we make, sell, and buy more of some things than others?</li> <li>• How does trade help people meet their needs?</li> <li>• How has American heritage and tradition influenced American life?</li> <li>• What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Supply and demand is a basic economic principle; people make decisions based on their needs, wants, and availability of resources.</li> <li>• Tax dollars are used by local, state, and national governments to provide goods and services.</li> <li>• People make decisions based on their needs, wants, and the availability of resources.</li> <li>• Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</li> <li>• Many cultural traditions and heritages contribute to our state's and nation's diversity.</li> <li>• Many cultural traditions and heritages contribute to our state's and nation's diversity.</li> <li>• Active citizens in the 21<sup>st</sup> century <ul style="list-style-type: none"> <li>○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> <li>○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</li> <li>○ are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>○ make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> <li>○ develop strategies to reach consensus and resolve conflict.</li> <li>○ demonstrate understanding of the need for fairness and take appropriate action against unfairness.</li> </ul> </li> </ul>	

- There are credible and questionable sources of information about historical and contemporary events.

### **Alignment to 2009 NJCCCS**

- **6.1.4.C.1** Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- **6.1.4.C.2** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **6.1.4.C.3** Explain why incentives vary between and among producers and consumers.
- **6.1.4.C.4** Describe how supply and demand influence price and output of products.
- **6.1.4.C.10** Explain the role of money, savings, debt, and investment in individuals' lives.
- **6.1.4.C.11** Recognize the importance of setting long-term goals when making financial decisions within the community.
- **6.3.4.C.1.** Develop and implement a group initiative that addresses an economic issue impacting children.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- understand the concept of scarcity.
- understand that prices go up or down based on supply and demand.
- define and identify bartering and the use of money as types of trade.
- determine why using money is a more efficient means of buying and selling.
- understand the concept of trade with other countries.
- respond correctly, using the RACE elements, to open-ended questions dealing with the topics under study.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue to increase one's understanding of bullying, harassment, and intimidation as inappropriate and unacceptable behaviors and to seek solutions to end the conflicts.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- understand that the design process is a systematic approach to solving problems.

### **Learning Activities**

Students will work independently and collaboratively to

- write about a time you traded with someone for something you wanted.
- discuss produce grown in New Jersey and the effects a drought has on farming; include evidence to support your conclusion, such as a chart showing rainfall amounts over a period of time.
- set up a "Bartering Center" in which students barter with each other for goods and services.
- using magazines and catalogs, make a collage of items imported from other countries and



exported to other countries.

- identify a list of needs and a list of wants and be able to explain the differences between the two lists.
- decide upon an economic issue that impacts children, such as toy prices, and develop and implement a group initiative to raise money for children who cannot afford to have toys.
- complete Brain Pop activities on needs and wants and supply and demand.
- complete activities on Harcourt website focusing on Unit 6 “People in the Marketplace.”
- participate in Smart Board activities that pertain to the use of money in buying and selling.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue discussions about bullying situations and discussing possible resolutions to the conflict.

### **Assessments**

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessment
- Portfolio assessment
- Oral discussions
- Oral presentations
- Quick writes
- Written responses to open-ended questions
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects

### **21<sup>st</sup> Century Skills**

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations and Concepts		

### **Interdisciplinary Connections**

- English Language Arts
- Music
- Art
- Mathematics
- Character Education
- Technology
- Science

## Technology Integration

CPI #	Activity	Proficiency Level
<b>8.1.2.A.2</b>	Use technology terms in daily practice, such as mouse, click, drag, etc.	Developing
<b>8.1.2.A.3</b>	Discuss the common uses of computer applications and hardware and use knowledge to identify their advantages and disadvantages.	Developing
<b>8.1.2.A.4</b>	Using a word processing program, create a document with text on a family tradition.	Developing
<b>8.1.2.A.5</b>	Through authentic performance in class, computer lab, and library lab, demonstrate the ability to navigate in developmentally appropriate virtual environments.	Developing
<b>8.2.2.A.1</b>	Describe how technology products, systems, and resources are useful at school, home, and work. Use examples from the work you have performed this school year.	Mastery
<b>8.2.2.B.2</b>	Through interviews with family members, investigate the influence of automatic teller machines on the individual and family. Analyze its advantages and disadvantages and evaluate the technology.	Mastery

## Technology Resources

- Computer applications
  - [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)
  - Brain Pop!
  - starfall.com
  - Discovery Education
  - A to Z Teacher Stuff
  - Fun Brain
  - Flags of the World
  - CommonCents!
  - New Jersey State Department of Agriculture web site
  - Web sites for local banking institutions
  - Word
    - Clip Art
    - Word Art
  - Publisher
  - PowerPoint
  - Excel
- Smart Board
- CD player and CDs
- ELMO
- Character Education videos
- Audiotapes and player
- Math calculators

<b>Time Frame</b>	<b>Mid May- June</b>
<b>Topics</b>	
<ul style="list-style-type: none"> <li>• <b>WORLD CULTURES</b></li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>• The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with a historical perspective that informs both thinking and action.</li> <li>• When conducting research, we must seek information from credible sources and respect the laws regarding plagiarism.</li> <li>• We must use precaution, cyber safety, and rules of Netiquette when navigating the Internet.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How am I connected to the past?</li> <li>• How does my family's heritage and traditions influence my current family life?</li> <li>• What is culture and why is the United States a country of many cultures?</li> <li>• What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The world is comprised of nations that are similar to and different from the United States.</li> <li>• In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</li> <li>• Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</li> <li>• Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> <li>• American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li> <li>• Culture struggle to maintain traditions in a changing society.</li> <li>• 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.</li> <li>• 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.</li> <li>• Key historical events, documents, and individuals led to the development of our nation.</li> <li>• Many cultural traditions and heritages contribute to our state's and nation's diversity.</li> <li>• The past influences the present and the future.</li> <li>• The United States is a nation of immigrants who have come to New Jersey and America for</li> </ul>	

various reasons and have had a major impact on the development of the state and the nation.

- Active citizens in the 21<sup>st</sup> century
  - 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.
- There are credible and questionable sources of information about historical and contemporary events.

### **Alignment to 2009 NJCCCS**

- **6.1.4.A.14** Describe how the world is divided into many nations that have their own government, languages, customs, and laws.
- **6.1.4.A.15** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.4.C.16** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.4.D.1** Determine the impact of European colonization on Native American populations.
- **6.1.4.D.3** Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- **6.1.4.D.4** Learn about and respect other cultures within the classroom and community.
- **6.1.4.D.14** Trace how the American identity has evolved over time.
- **6.1.4.D.15** Explain how various groups have dealt with the conflict between maintaining traditional beliefs and practices and adapting to or adopting new beliefs.
- **6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- **6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with diverse cultural or individual perspectives.
- **6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Key Concepts and Skills**

Students will be able to

- define the following terms: culture immigrant, custom, tradition, language, diversity, conflict, invention, scientist, and artist.
- identify some of the reasons immigrants come to the United States.
- recognize that immigrants bring a variety of cultures to the United States.
- describe how cultures bring diversity to our country.

- recognize the unique traditions and customs of different cultures.
- recognize that one person can be part of more than one culture at the same time, i.e., being a child of two parents from different cultures.
- recognize that a blend of cultures has helped to produce the American identity.
- use a calendar to determine future and past dates and events.
- understand that American identity has evolved over time largely because we have had so many immigrants, both voluntary and involuntary, who brought their own culture, ideas, and traditions with them and contributed them to our society.
- understand the difference between adopting new beliefs and ways and adapting to new beliefs and ways.
- understand that acceptance of others' perspectives is necessary in an interconnected world in order to learn and so that peace is promoted.
- gain knowledge of the appropriate use of operations and related applications of technology and digital tools.
- use digital tools to enhance creativity and construct knowledge.
- use digital tools and environments to support the learning process and foster collaboration in solving local and global problems.
- use technological advancements to create societal concerns regarding the practice of safe, legal, and ethical behaviors.
- gain knowledge of the designed world and that it is a product of a design process that provides the means to convert resources into products and systems.
- respond correctly, using the RACE elements, to open-ended questions dealing with the topics under study.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

## **Learning Activities**

Students will work independently and collaboratively to

- discuss different holidays and what is celebrated in each student's home; have them each share one of their traditions by drawing a picture of it and writing a sentence about it on a square; attach all squares together to create a classroom quilt of traditions.
- write a story about a personal family tradition and draw a picture to accompany it.
- interview family members about how and why a family or its ancestors came to the United States.
- using keyboarding skills, write a story about a tradition your family has and illustrate it by using drawing tools on the computer. Share the information by skypeing with another class within the local, state, or national area.
- hold an International Day in which items such as dress and food from the various cultures represented in the class are brought in and shared.
- skype with students from other nations about their culture and traditions. Share an "International Day" though separated by distance.
- write a narrative pretending to be a Native American child when the settlers arrived and

made them change their way of life.

- create fill-in-the-blank sentences using vocabulary relating to culture.
- use a Venn diagram to compare your culture with another classmates.
- research how dress has changed over time in this country; choose an era and dress up like people dressed in that area; write a brief description explaining this era and present it to the class.
- design a class “Cultural Hall of Fame.” Research people who have made a difference in our lives, such as Edison or Alexander Graham Bell, and using keyboarding skills, develop a report that tells why they should be honored in the class’ “Cultural Hall of Fame.”
- construct a timeline showing dates of important cultural events in American history. Subtract or count years to figure out how much time passed between events.
- sing the song, “It’s A Wonderful World” and discuss its meaning, particularly the phrases about colors.
- read about and discuss people from other cultures who have contributed to American society.
- make telephones by using plastic tubing and funnels or paper cups and string to illustrate the concept of telephones.
- using your choice of medium, design and create a cultural monument that honors a particular aspect of American history.
- interview an immigrant and the write a paragraph about who the person is, where he/she was from, and why they came to the United States; explain what that person did in his/her life; draw a picture to accompany the paragraph and share with peers.
- learn a song, dance, or game from another culture to share with the class.
- demonstrate understanding of the use of a calendar by locating future and past dates and events.
- review vocabulary and key concepts using Harcourt’s website.
- use the Internet to view and learn about the reasons behind the different greetings customary to different countries.
- continue to learn about which Internet sources are legitimate and credible when conducting research (done in Computer Lab as well as during Library periods).
- continue discussions about bullying situations and discussing possible resolutions to the conflict.

## Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessment
- Portfolio assessment
- Oral discussions
- Oral presentations
- Quick writes
- Written responses to open-ended questions
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects

- Art projects

### 21<sup>st</sup> Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

### Interdisciplinary Connections

- English Language Arts
- Music
- Art
- Mathematics
- Character Education
- Technology

### Technology Integration

CPI #	Activity	Proficiency Level
8.1.2.A.2	Use technology terms in daily practice in the classroom, computer lab, and library lab.	Mastery
8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages in the classroom, computer lab, and library lab.	Mastery
8.1.2.A.4	Using a word processing program, create a document with text about how you plan to save for the future.	Mastery
8.1.2.A.5	Through authentic performance, demonstrate the ability to navigate in developmentally appropriate virtual environments on the computer.	Mastery
8.1.2.B.1	Using digital tools, write your ideas about why celebrating Memorial Day is important and illustrate.	Mastery
8.1.2.C.1	Through skyping, discuss family traditions with students in other countries.	Mastery
8.1.2.D.1	Use a modified Works Cited form when citing sources.	Mastery
8.2.2.G.1	Describe how the parts of a paper cup-and-string phone interact and work as part of a system.	Mastery

### Technology Resources

- Computer applications
  - [www.4Teachers.org](http://www.4Teachers.org)
  - [www.discoveryeducation.com](http://www.discoveryeducation.com)
  - [www.mrnussbaum.com](http://www.mrnussbaum.com)

- [www.internet4classrooms.com](http://www.internet4classrooms.com)
- [www.goodcharacter.com](http://www.goodcharacter.com)
- [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)
- FactFinder Kids' Corner
- StateMaster
- A to Z Teacher Stuff
- starfall.com
- Discovery Education
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  - Word Art
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