

Week	Marking Period 1	Week	Marking Period 3
1	Map and Globe Skills	21	People and Their Local Government
2	Map and Globe Skills	22	People and Their Local Government
3	Map and Globe Skills	23	People and Their Local Government
4	Map and Globe Skills	24	People and Their Local Government
5	Map and Globe Skills	25	Our Nation's Government
6	Map and Globe Skills	26	Our Nation's Government
7	Map and Globe Skills	27	Our Nation's Government
8	Map and Globe Skills	28	Our Nation's Government
9	Map and Globe Skills	29	American Culture
10	Map and Globe Skills	30	American Culture
Week	Marking Period 2	Week	Marking Period 4
11	New Jersey Geography	31	The Many People of A Community
12	New Jersey Geography	32	The Many People of A Community
13	Communities Are People	33	The Many People of A Community
14	Communities Are People	34	The Many People of A Community
15	Communities Are People	35	Making and Selling Products
16	Communities Are People	36	Making and Selling Products
17	Communities Are Places	37	Making and Selling Products
18	Communities Are Places	38	Being A Thoughtful Consumer
19	Communities Are Places	39	Being A Thoughtful Consumer
20	Communities Are Places	40	Being A Thoughtful Consumer

*NOTE: Due to sharing of materials, Map and Globe Skills unit may be addressed during a different quarter other than the first.

Time Frame	SEPTEMBER/OCTOBER (may be addressed during a different quarter other than the first—see timeline)
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Topics

- **MAP AND GLOBE SKILLS**

Big Ideas

- We must 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.
- We must understand and apply geographic skills to help us 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 do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?
- How do natural resources affect the course of history?
- 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

- tial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Technological tools, such as GIS, GPS, and the Internet, assist us with solving problems related to understanding location, distance, and direction.
- Both the physical characteristics and human inhabitants of regions change over time.
- Regional geographic differences can result in social, economic, and political differences.
- Innovations in technology have resulted in an interconnected world.
- Active citizens in the 21st 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 information sources 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.2** Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- **6.1.4.B.3** Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- **6.1.4.B.5** Describe how human interaction impacts the environment in New Jersey and the United States.
- **6.1.4.B.6** Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- **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.B.1** Plan and participate in an advocacy project o 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

- identify and locate continents and oceans.
- identify cardinal and intermediate directions.
- use directions to locate places.
- define distance and scale.
- measure distance using a map scale.
- compare scales on maps.
- define a political map.
- locate cultural features on a map.
- identify states by location and cultural features.
- define a physical map.
- locate natural features and regions on a map.
- define ocean, lakes and rivers.
- locate major bodies of water in the United States.

- define mountains, hills, plateaus, and plains.
- locate major landforms in the United States.
- describe the Earth as a sphere.
- calculate time in different time zones.
- define the following terms: geography, physical features, landform, plateau, climate, intermediate directions, relative and exact location, grid system, environment, adapt, ecosystem, erosion, region, pollution, satellite, and conservation.
- determine locations of places and interpret information available on maps and globes.
- use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- use a problem-solving process to identify a problem, gather information, and list possible solutions.
- understand CARES (character, assertion, respect, empathy, and self-control).
- demonstrate tolerance of others.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- use a Works Cited when conducting research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian 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/or collaboratively to

- use physical and political maps as well as globes to locate and identify continents and oceans.
- use map keys to identify major landforms, bodies of water, countries, and major cities.
- make a glossary of the different types of bodies of water using keyboarding skills.
- make a glossary of landforms using keyboarding skills and Microsoft Word tools.
- use a compass rose to identify cardinal and intermediate directions and determine directionality relationships.
- use globes to locate time zones, latitude, longitude, the Prime Meridian, and the global grid.
- use a scale of miles to determine the distance between two points on a map and compare scales on maps.
- compare and contrast globes, physical maps, political maps, and raised relief maps.
- use Google Earth and other GPS sites on the Internet to locate places on maps.
- take an imaginary road trip across the US; using a map, outline the route taken and calculate the number of miles the trip took. Using cardinal and intermediate directions, explain the major directions taken.

- define the following terms: geography, physical features, landform, plateau, climate, intermediate directions, relative and exact location, grid system, environment, adapt, ecosystem, erosion, region, pollution, satellite, and conservation.
- create a map booklet that distinguishes the different types of maps studies, such as physical, political, and product.
- make a 3-dimensional raised-relief physical map of an imaginary country using your choice of medium. Include landforms, a compass rose, scale of miles, and key.
- conduct research in the library and the Internet to locate a map of the features of the moon. Compare/contrast that with those of the Earth.
- choose two ecosystems to research, compare/contrast. Predict what will occur to this ecosystem if disturbed.
- create a photo/picture essay about an ecosystem where you live. Describe how the plants and animals influence each other and share the essays with the class. Predict what will happen if the balance of the ecosystem is disturbed.
- decide upon an important issue involving disturbance of a local ecosystem; develop a group action plan to inform school or community members about the issue.
- plan and participate in an advocacy project to inform others in the community about an environmental issue; propose possible solutions.
- use Internet programs (such as BrainPop, Enchanted Learning, Fun Brain) to participate in activities focusing on geography skills.
- create a pamphlet or poster demonstrating their understanding of CARES acronym and tolerance.
- respond to a prompt that poses a conflict; analyze the situation presented, evaluate the person's response, and synthesize a different solution to resolve the conflict.
- use the Smart Board to participate in activities that focus on geographical skill development.
- create a PowerPoint presentation, using keyboarding skills, on the various landforms found in the North American continent. Include graphics and animation and present to the class.
- create a PowerPoint, using keyboarding skills, on a particular landform in the United States, such as major mountain ranges; include data on the height and/or length of each and place it in a chart or graph.
- create a flour-and-water, clay, or Play-doh relief map of various landforms including islands, plateau, desert, hills, mountains, rivers, coastline, plains ocean, bay, lakes, and a map key.
- research a Native American culture, such as the Anasazi, and describe how and where they lived and how geography and the physical features of their environment influenced how they lived, what they ate, how they dressed, etc. Present the findings to the class.
- create a report, using Microsoft Word tools and keyboarding skills, on a few different mountains in the North American continent; calculate the mass of each and compare/contrast. Present the information to the class.
- discuss cyber safety and the hazards that can arise from improper use of the Internet.
- examine a Works Cited form to analyze what is included and to determine why.
- discuss plagiarism and its consequences.
- 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 assessments
- Portfolio assessment
- Observational assessments
- Class work assignments
- Quick writes
- Student self- assessment
- Oral discussions
- Informal observation (checklists, anecdotal notes, etc.)
- Literacy projects
- Art projects
- Science projects
- Math projects

21st Century Skills

x	Creativity & Innovation	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and 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
- Character Education
- Technology

Technology Integration		
CPI #	Activity	Proficiency Level
8.1.4.A.1	Using an input device, create a report on the heights of various mountains and include a data chart.	Introductory
8.1.4.A.2	Create a pamphlet or document about an ecosystem or landforms.	Introductory
8.1.4.A.3	Create a multimedia presentation that includes graphics.	Introductory
8.1.4.B.1	Produce a media-rich digital story.	Introductory
8.1.4.D.1	Discuss the importance of cyber safety, cyber security, and cyber ethics as individuals.	Introductory
8.1.4.D.2	Understand that accuracy, relevance, and appropriateness are important when selecting print and non-print electronic information sources.	Introductory
8.1.4.D.3	Explain the purpose of an Acceptable Use Policy (AUP) and the consequences of inappropriate use of technology.	Introductory
8.1.4.E.1	Investigate a problem/issue, such as erosion, from multiple perspectives using digital tools and resources.	Introductory
8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data.	Introductory
8.2.4.B.3	Understand that there are positive and negative effects of products and systems on humans, other species, and the environment.	Introductory
8.2.4.C.1	Explain the impact of disposing of materials in a responsible way.	Introductory

Technology Resources

- Computer applications
 - www.nystromnet.com
 - <http://www.proteacher.com> (Nystrom site)
 - Google Earth
 - GPS sites
 - Brain Pop
 - Enchanted Learning
 - Fun Brain
 - How Far Is It?
 - MapZone
 - Study Island
 - www.animoto.com (create a media-rich digital story)
 - Word
 - Clip Art
 - Word Art
 - Publisher
 - PowerPoint
 - Excel
 - Character Education videos

- Scholastic News
- Time for Kids
- Smart Board activities
- CD player and CDs
- ELMO
- Audiotapes and player

Time Frame | **NOVEMBER**

Topics

- **HISTORY OF THE TOWNSHIP OF OCEAN**
- **GEOGRAPHY OF THE TOWNSHIP OF OCEAN AND NEW JERSEY**

Big Ideas

- We must 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.
- We must be able to understand and apply geographic skills in order to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.
- 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.
- The study of New Jersey history enables learners to see the interrelationship between past and present, and to view current state issues with an historical perspective that informs both thinking and action.
- When conducting research, we must seek information from credible sources and respect the laws regarding plagiarism.
- We must use precaution, cyber safety, and follow the rules of Netiquette when navigating the Internet.

Essential Questions

- How have my family's heritage and traditions influenced my current family life and why have some traditions not been maintained?
- In what ways has New Jersey impacted American History?
- How can citizens affect change with regard to local issues?
- How does human migration affect a region?
- 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?

Enduring Understandings

- Historians establish justifiable timelines to connect significant events.
- Many cultural traditions and heritages contribute to our state's and nation's diversity by blending and becoming part of the American identity.
- Both the physical characteristics and human inhabitants of regions change over time.
- The physical environment can both accommodate and be endangered by human activities.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to

place, and time to time.

- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Availability of resources affects economic outcomes.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Immigrants came to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- 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.
- Innovations in technology have resulted in an interconnected world.
- Active citizens in the 21st 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 information sources about historical and contemporary events.

Alignment to 2009 NJCCCS

- **6.1.4.B.2** Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- **6.1.4.B.3** Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- **6.1.4.B.4** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the

United States.

- **6.1.4.B.7** Explain why some locations of New Jersey and the United States are more suited for settlement than others.
- **6.1.4.B.8** Compare ways people choose to use and divide natural resources.
- **6.1.4.B.9** Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- **6.1.4.B.10** Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- **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.12** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- **6.1.4.C.14** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- **6.1.4.C.15** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- **6.1.4.C.16** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.4.C.17** Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- **6.1.4.C.18** Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- **6.1.4.D.1** Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.4.D.2** Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- **6.1.4.D.11** Determine how local and state communities have changed over time, and explain the reasons for changes.
- **6.1.4.D.14** Trace how the American identity evolved over time.
- **6.1.4.D.18** Explain how an individuals' beliefs, values, and traditions may reflect more than one culture.
- **6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- **6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **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.A.4** Communicate with students from various countries about common issues of public concern and possible solutions.
- **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

- understand the history of the Township of Ocean and explain how present events and places are connected to the past.
- understand that families in the Township of Ocean come from many different cultures and have had to respect one another's perspectives, traditions, and beliefs in order to live peacefully in an interconnected society.
- compare family life in a community of the past to life in a community of the present.
- identify reasons why various groups immigrated to New Jersey and how they impacted our state's economy.
- understand that our proximity to the ocean has had a tremendous impact on the local economy, weather, climate, and lifestyle of local residents.
- use physical and political maps to identify locations and spatial relationships of places within local and nearby communities to determine the influence of location on people settling in one place as opposed to another in New Jersey.
- identify and analyze the reasons why various locations in New Jersey attract visitors and stable populations.
- identify major cities of New Jersey.
- identify physical and human characteristics of places and regions in New Jersey (i.e., landforms, climate, vegetation, and housing).
- identify and analyze the distribution and characteristics of populations of different regions of New Jersey.
- identify the major resources of New Jersey and explain how they are used and how they contribute to the economy of the state.
- identify and evaluate the contributions made by prominent New Jersey figures, such as Edison and Einstein. Analyze their impact on society in general.
- place key historical events and people in historical eras using timelines.
- use Excel to develop a graph that shows population amounts in New Jersey.
- explain how the present is connected to the past and how it might affect the future.
- determine locations of places and interpret information available on maps and globes.
- use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- distinguish fact from fiction.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- begin to use a Works Cited when conducting research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian

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/or collaboratively to

- read and discuss the “Township of Ocean” booklet written by Marge Edelson.
- make a timeline of the events in the history of Township of Ocean and explain how these events helped the Township of Ocean to change over time.
- use maps of the Township of Ocean to locate school, town hall, public library, students’ home street.
- use the Internet to research current and past information about Township of Ocean in preparing a report to present to the class.
- interview local entrepreneurs of beach attractions, such as beach clubs. Find out what things influence their businesses, such as weather, ocean temperatures, the national economy, gas prices, beach erosion, etc. Develop a report, using keyboarding skills, to present your findings to the class.
- choose a local historical site to research. Using keyboarding skills, prepare a report or a PowerPoint presentation to share with the class. Include a sketch of the site or photos.
- invite a local official to come to the classroom to discuss an important environmental issue affecting the area. Afterward, devise a group action plan to inform community members about the issue.
- contact the local Better Business Bureau or Department of Tourism; investigate those things that have impacted negatively on tourism in Monmouth County and make a graph showing the impact they have had on tourism and thus, the local economy.
- contact the Environmental Protection Agency to discover how beach erosion has affected the Township of Ocean and surrounding communities over the last few decades. Using keyboarding skills, develop a report to present to the class. Charts and graphs should be included.
- research historic sites within the Township of Ocean by accessing the district’s *Ocean Township . . . Then and Now* web page (icon on desktop is OT Bus Tour).
- research historical facts about the Township of Ocean by accessing the Township of Ocean Historical Museum web page on the district web site.
- research how transportation and communication systems have impacted the growth of the Township of Ocean; using Word and keyboarding skills, develop a report to present to the class.
- summarize the history of Township of Ocean, including the origins of its name, groups and individuals who lived there, and important places within the community.
- interview members of their families who have immigrated to New Jersey from other countries. Include reasons why they immigrated to New Jersey in particular, the challenges they faced when they arrived, and their reasons for leaving their native countries.
- use physical and political maps to locate our community and major cities in New Jersey.
- use physical and political maps to locate New Jersey’s bordering states, rivers, and ocean.
- skype with a pen pal about his/her cultural background and how it affects his/her life in the

Township of Ocean.

- access a local newspaper to discover articles of human interest involving community life today as contrasted with the past.
- create a poster using Microsoft Word clipart, shapes, and text boxes that depicts the reasons people would want to visit New Jersey on a vacation.
- put together a time capsule to bury on the high school grounds. Notify the current Kindergarteners that when they reach their senior year in high school, they will open the time capsule and examine its contents. Students must justify inclusion of a particular item by giving reasons for why its inclusion is important.
- compare political, physical, and population maps to discover the population amounts of a number of large cities in New Jersey. Determine the possible reasons why these areas became population centers of size and present to the class. Include a population map that shows distribution of population throughout the state of New Jersey.
- develop a chart or graph using Excel that shows the 10 largest population centers in New Jersey. Identify what they have in common that has caused them to grow, such as proximity to the Garden State Parkway, nearness to the ocean, etc.
- identify major cities of New Jersey and how location has impacted their growth and development.
- analyze how transportation systems and communications systems have impacted New Jersey's growth; draw a map that shows major transportation systems in New Jersey and their proximity to cities and towns. Tell why proximity to transportation causes cities and towns to flourish.
- develop a PowerPoint slide show of the Township of Ocean using photographs taken of local historical sites and present to the class.
- research famous figures and inventors, such as Einstein and Edison, who lived in New Jersey, and using Microsoft Word and its applications as well as keyboarding skills, develop a report about their lives as contributors to society, and present orally to the class.
- continue to learn about cyber safety and the hazards that can arise from improper use of the Internet through lessons provided by the classroom teacher in the Computer Lab as well as the librarian during Library period.
- continue to familiarize oneself with a Works Cited form and its uses when conducting research.
- continue to be mindful of the laws regarding plagiarism and the consequence of disobedience to those laws.
- continue to learn about which Internet sources are legitimate and credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library period.
- continue discussions about bullying situations and developing ways to resolve conflict.

Assessments

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

- Oral discussions
- Quick writes
- Informal observations
- Class work assignments
- Student self-evaluation
- Literacy projects
- Science projects
- Math projects

21st 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	Presentation Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

Interdisciplinary Connections

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

Technology Integration		
CPI #	Activity	Proficiency Level
8.1.4.A.1	Demonstrate effective input of text and data using an input device.	Introductory
8.1.4.A.2	Create a pamphlet or document.	Introductory
8.1.4.A.3	Create a multimedia presentation about the Township of Ocean that includes graphics.	Introductory
8.1.4.A.4	Enter data about tourism and seasonal population changes in Monmouth County into a simple spreadsheet and interpret information.	Introductory
8.1.4.A.5	Determine the benefits of a wide range of digital tools.	Introductory
8.1.4.C.1	Engage in online discussions using skype or a blog with learners from other places.	Introductory
8.1.4.D.1	Discuss the importance of cyber safety, cyber security, and cyber ethics as individuals.	Introductory
8.1.4.D.2	Understand that accuracy, relevance, and appropriateness are important when selecting print and non-print electronic information sources.	Introductory
8.1.4.D.3	Explain the purpose of an Acceptable Use Policy (AUP) and the consequences of inappropriate use of technology.	Introductory
8.2.4.A.1	Understand that factors influence the development and function of products and systems such as transportation and communication.	Introductory
8.2.4.C.1	Explain the impact of disposing of materials in a responsible way.	Introductory

Technology Resources

- Computer applications
 - Edison Motion Pictures <http://memory.loc.gov/ammem/edhtml/edmvalpha.html>
 - Time Capsule <http://www.dmarie.com/timecap>
 - Growth of A Nation <http://www.animatedatlas.com/movie.html>
 - Township of Ocean School District web site
 - Ocean Township Historical Museum web page on district web site
 - State department web sites
 - Network desktop icon: OT Bus Tour
 - Word
 - Clip Art
 - Word Art
 - Publisher
 - Excel
 - PowerPoint
- Character Education videos
- Scholastic News
- Time for Kids

- Smart Board
- CDs and CD player
- ELMO
- Audiotapes and player

Time Frame	DECEMBER
Topics	
<ul style="list-style-type: none"> • COMMUNITIES ARE PEOPLE 	
Big Ideas	
<ul style="list-style-type: none"> • 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. • An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world. • 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. • 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 follow the rules of Netiquette when navigating the Internet. 	
Essential Questions	
<ul style="list-style-type: none"> • How are present events related to past events? • What is government and what can it do? • Why do rules, laws, and government not always preserve individual rights and the common good? • How can citizens and groups participate effectively in the democratic process? • Can the rights of American citizens ever cause conflict among them? • Why can traditions sometimes not be maintained? • How does human migration affect a region? • How do human activity and environment affect each other? • 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	
<ul style="list-style-type: none"> • Historians establish justifiable timelines to connect significant events. • Rules and laws are developed to protect people's rights and the security and welfare of society. • The United States democratic system requires active participation of its citizens. 	

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Urban areas, worldwide, share common physical characteristics but may also have cultural differences.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Active citizens in the 21st 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 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.11** Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- **6.1.4.A.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.7** Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- **6.1.4.B.8** Compare ways people choose to use and divide national resources.
- **6.1.4.C.14** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.

- **6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.
- **6.1.4.D.14** Trace how the American identity evolved over time.
- **6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- **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.4** Communicate with students from various countries about common issues of public concern and possible solutions.
- **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.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 that laws created by the community protect the rights of people, help resolve conflicts, and promote the common good.
- describe what a community is and recognize that people live in communities.
- describe how people live, work, and play in communities.
- understand that small, medium, and large communities are places where people live.
- identify the differences between a town or city, a state, a country, and a continent.
- understand that all people have the same basic human needs, no matter where they live.
- describe ways that members of a community depend on each other to help meet their basic needs.
- describe how people work together to provide goods and services for a community.
- analyze the individual resources that allow a community to function and that create interdependence among its citizens.
- describe the influence of land and water on communities.
- describe how different climates in the United States influence how people live in communities.
- define the following terms: community, citizen, business, goods, museum, biography, needs, natural resource, service, picture graph, bar graph, custom, culture, ethnic group, heritage, problem, and solution.
- place key historical events and people in historical eras using timelines.
- explain how the present is connected to the past.
- determine locations of places and interpret information available on maps and globes.
- use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- distinguish fact from fiction.
- compare and contrast different culture groups in the community, including their food,

clothing, and customs.

- conclude that most communities are made up of people of different ethnicities and analyze the benefits of this.
- understand the need for rules and laws and identify laws in the community.
- identify and explain the importance of acts of civic responsibility.
- identify specific problems or issues in the community and propose possible solutions or outcomes.
- interpret and create visuals, including graphs.
- use a problem-solving process to identify a problem, gather information, list and consider options, consider advantage and disadvantages, choose and implement a solution and evaluate the effectiveness of the solution.
- use appropriate mathematical skills to interpret social studies information on graphs.
- develop a poster using clipart, shapes, and text boxes that depicts the ways people in the community help each other and meet each other's needs.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- begin to use a Works Cited when conducting basic research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

Learning Activities

Students work collaboratively and/or independently to

- use the Internet to research different size communities; create a population map of New Jersey and transfer the information onto it. Display in the classroom. Have classmates devise a list of the 10 largest cities in New Jersey, organized from greatest population to lowest population.
- sketch a map of his/her neighborhood, including important places, such as his/her home, friends' homes, the school, fire house, parks, etc. Include a map key, scale of miles, and compass rose.
- interview others about people and places in their community and use the information to write a newspaper article.
- write a song about the local community.
- create a bulletin board, inviting students to add their favorite places/activities in the community.
- use the Internet, magazines, newspapers to create a poster about the natural resources in their community.
- role play various service jobs and evaluate the importance of each in a community.

- use Excel to create a graph that shows the difference in population growth between winter and summer in Monmouth County, New Jersey.
- use the Smart Board to practice reading, interpreting, and making graphs.
- use the Internet to research customs of various ethnic groups that are prevalent in the local community.
- skype or blog with a person in a different school, district, state, or country about a common issue that exists in both locations. Discuss possible solutions.
- use the Internet to locate and research countries from which various ethnic groups originated.
- write a speech about an issue in the community that poses danger and propose a solution to rectify the situation. Present to peers.
- write a letter to a local government leader requesting information about the community and asking the leader what community problems he/she thinks are most important.
- identify a law regarding beach use and devise a chart showing the pros and cons of the law. Decide whether or not the law is a good one or not.
- plan and participate in an advocacy project to inform others about environmental issues at the local level and propose possible solutions.
- investigate how beach erosion/pollution are economic issues that impact use of our beaches in the summer (as an issue impacting children). Discuss the issue with peers and develop a group initiative to resolve the problem. Write a letter to the Environmental Protection Agency regarding the project.
- create a blog on our district network in order to be able to communicate with students in your grade level in other elementary schools to discuss common issues facing the local community and propose possible solutions.
- organize and locate pertinent news articles about our community through use of the Internet and newspaper.
- role play an issue relevant to students and use the problem-solving process to present a solution to the issue.
- continue to learn about cyber safety and the hazards that can arise from improper use of the Internet through lessons provided by the classroom teacher in the Computer Lab as well as the librarian during Library period.
- continue to learn about which Internet sources are legitimate and credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library period.
- continue discussions about bullying situations and developing ways to resolve conflict.

Assessments

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

- Class work assignments
- Student self-evaluation
- Literacy projects
- Science projects
- Math projects

21st 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	Presentation Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

Interdisciplinary Connections

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

Technology Integration		
CPI #	Activity	Proficiency Level
8.1.4.A.1	Demonstrate effective input of text and data using an input device to create a report about our community.	Developing
8.1.4.A.2	Create a pamphlet or document about natural resources in/near our community.	Developing
8.1.4.A.4	Enter data into a simple spreadsheet and interpret information. Use Excel to analyze population data in New Jersey.	Introductory
8.1.4.C.1	Engage in online discussions (skype/blog) with learners in other places.	Developing
8.1.4.D.1	Discuss the importance of cyber safety, cyber security, and cyber ethics as individuals.	Developing
8.1.4.D.2	Understand that accuracy, relevance, and appropriateness are important when selecting print and non-print electronic information sources.	Developing
8.1.4.D.3	Explain the purpose of an Acceptable Use Policy (AUP) and the consequences of inappropriate use of technology.	Developing
8.1.4.E.1	Investigate a problem/issue from multiple perspectives using digital tools and resources.	Introductory
8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data about different sizes/types of communities.	Developing
8.2.4.C.1	Explain the impact of disposing of materials in a responsible way.	Developing
8.2.4.C.3	Examine ethical considerations in the production and disposal of a product.	Introductory
8.2.4.E.1	Understand that technology is used to address local/global problems.	Introductory
8.2.4.G.1	Describe how parts interact and work as part of a system.	Introductory
8.2.4.G.2	Explore the functions of a system and subsystem.	Introductory
8.2.4.G.3	Understand the function, value, and esthetics of a technological product, system, or environment from the perspective of the user and the producer.	Introductory

Technology Resources

- Computer applications
 - www.panwapa.com
 - Edison Motion Pictures <http://memory.loc.gov/ammem/edhtml/edmvalpha.html>
 - Time Capsule <http://www.dmarie.com/timecap>
 - Growth of A Nation <http://www.animatedatlas.com/movie.html>
 - www.harcourtschool.com

- Network desktop icon: OT Bus Tour
- Google Earth
- Township of Ocean web site
- Township of Ocean School District web site
- Ocean Township Historical Museum web page on district web site
- State Department web sites
- Word
 - Clip Art
 - Word Art
- Publisher
- Excel
- PowerPoint
- Character Education videos
- Scholastic News
- Time for Kids
- Smart Board
- CDs and CD player
- ELMO
- Audiotapes and player

Time Frame	JANUARY
Topics	
<ul style="list-style-type: none"> • COMMUNITIES ARE PLACES 	
Big Ideas	
<ul style="list-style-type: none"> • 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. • 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. • 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. • An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world. • When conducting research, we must seek information from credible sources and respect the laws regarding plagiarism. • We must use precaution, cyber safety, and follow the rules of Netiquette when navigating the Internet. 	
Essential Questions	
<ul style="list-style-type: none"> • How does spatial thinking assist us in analyzing spatial patterns and organization of people, places, and environments 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	
<ul style="list-style-type: none"> • Communities can be all different sizes and change over time. • There are credible and questionable sources of information about historical and contemporary events. • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. • Urban areas, worldwide, share common physical characteristics but may also have cultural differences. • Economic opportunities in New Jersey and other states are related to the availability of resources and technology. 	

- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- Key historical events, documents, and individuals led to the development of our nation.
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. 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.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- 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.
- Active citizens in the 21st 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 information sources 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.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 areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- **6.1.4.B.10** Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- **6.1.4.C.14** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- **6.1.4.C.15** Describe how the development of different transportation systems impacted the economies of New Jersey and the United State.
- **6.1.4.C.17** Determine the role of science and technology in the transition from an agricultural

society to an industrial society, and then to the information age.

- **6.1.4.D.1** Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.4.D.11** Determine how local and state communities have changed over time, and explain the reasons for changes.
- **6.1.4.D.16** Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- **6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- **6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.3.4.A.2** Contact local officials and community members to acquire information and /or discuss local issues.
- **6.3.4.A.4** Communicate with students from various countries about common issues of public concern and 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

- define the following terms: history, pioneer, ancestor, settlement, continent, hemisphere, border, suburb, transportation, and rural.
- apply critical thinking skills to organize and use information.
- interpret information in visuals.
- understand the concept of place within the context of the local community.
- compare and contrast a map and a globe and be able to determine the uses of each.
- describe a location by hemisphere using a map or a globe.
- determine the distance between places on maps and globes by using a distance scale.
- place key historical events and people in historical eras using timelines.
- explain how the present is connected to the past.
- determine locations of places and interpret information available on maps and globes.
- use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- distinguish fact from fiction.
- discuss Dr. Martin Luther King, Jr. and his contributions to our country.
- identify and use a variety of primary and secondary sources for reconstructing the past
- use evidence to support an idea in a written and/or oral format.
- information available on maps and globes.
- compare and contrast cities, suburbs, and rural areas.
- describe an example of a transportation network, and explain how it encourages economic prosperity.
- describe how individuals have changes communities over time.
- draw on primary sources to conclude that a community has changed over time.
- make historical inferences by analyzing artifacts and pictures.

- analyze the impact of change on the lives of people.
- create and interpret time lines.
- communicate ideas with another person from a different background, culture, or country.
- use and organize information on time lines to sequence events in history.
- learn to sequence events in chronological order.
- interpret information about a community from a time line.
- explain the difference between primary and secondary sources.
- identify primary sources of information about local history.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- begin to use a Works Cited when conducting basic research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

Learning Activities

Students work collaboratively and/or independently to

- use the Internet to compare geography, climate, and vegetation of various places on Earth.
- create maps of the school, using map keys and compass roses, that will aid school visitors and new students.
- create a map of one's local neighborhood labeled with important places. Include a map key, scale of miles, and compass rose. Choose two locations and measure the distance between them.
- develop a chronological timeline of historical events that have occurred in the Township of Ocean after visiting the local historical museum. Interpret how these events have affected life in the Township of Ocean as it is today.
- use the OT Bus Tour icon on district desktops to gain information about how life has changed in the Township of Ocean since its inception.
- research the life of Dr. Martin Luther King, Jr. and using Microsoft Word applications and keyboarding skills or PowerPoint, develop a report to present to the class about his contribution(s) to American democracy and society to present orally to the class
- listen to and analyze Dr. Martin Luther King, Jr.'s most famous speech ("I Have Been to the Mountaintop") and discuss. Decide upon (synthesize) the most important points of the speech and itemize on a chart.
- locate and label all seven continents and five oceans on the world map.
- create two- or three-dimensional models comparing/contrasting types of communities.
- write a descriptive paragraph about your immediate neighborhood. Include photos to support your descriptions.

- find news articles about the local area and present synopses to peers.
- use the Internet to locate primary and secondary sources about the history of our community. Using Microsoft Word applications and keyboarding skills, develop a report that shows the chronological development of the Township of Ocean and present to the class.
- skype with a person to discuss differences/similarities about your respective communities.
- use the Smart Board to create and read a time line.
- research the development of transportation in New Jersey. Draw a map that shows the major railways in the state and, using Excel, prepare a chart that lists the cities and towns that it connects.
- visit the local Township of Ocean Historical Museum. Using both primary and secondary resources as references, pretend to have lived 100 years ago and write a diary entry about one day in your life.
- analyze how the Township of Ocean area has changed in the last 100 years; evaluate the changes by making a chart that shows whether or not the change was a positive or negative.
- analyze how New Jersey has transitioned from a typically agricultural/rural society to a suburban/urban society through scientific progress and technology.
- continue to learn about cyber safety and the hazards that can arise from improper use of the Internet through lessons provided by the classroom teacher in the Computer Lab as well as the librarian during Library period.
- continue to learn about which Internet sources are legitimate and credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library period.
- continue discussions about bullying situations and developing ways to resolve conflict.

Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Oral discussions
- Quick writes
- Informal observations
- Class work assignments
- Student self-evaluation
- Literacy projects
- Science projects
- Math projects

21st 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	Presentation Skills
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts

Interdisciplinary Connections

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

Technology Integration

CPI #	Activity	Proficiency Level
8.1.4.A.1	Demonstrate effective input of text and data using an input device about the three types of communities.	Developing
8.1.4.A.2	Create a PowerPoint presentation about types of communities.	Developing
8.1.4.A.3	Create a multimedia presentation that includes graphics.	Developing
8.1.4.A.4	Enter data into a simple spreadsheet and interpret information.	Developing
8.1.4.A.5	Determine the benefits of a wide range of digital tools.	Developing
8.1.4.B.1	Produce a media-rich digital story about types of communities.	Developing
8.1.4.C.1	Engage in online discussions with learners in the United States or from other countries.	Developing
8.1.4.D.1	Discuss the importance of cyber safety, cyber security, and cyber ethics as individuals.	Developing
8.1.4.D.2	Understand that accuracy, relevance, and appropriateness are important when selecting print and non-print electronic information sources.	Developing
8.1.4.D.3	Explain the purpose of an Acceptable Use Policy (AUP) and the consequences of inappropriate use of technology.	Developing
8.1.4.E.1	Investigate a problem/issue found in the United States and/or another country from multiple perspectives using digital tools and resources.	Developing
8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data.	Developing

Technology Resources

- Computer applications
 - <http://www.goodcharacter.com>
 - Township of Ocean School District web site
 - Ocean Township Museum web site
 - State department web sites
 - Mr. Nussbaum Social Studies
 - Growth of A Nation
 - Google Earth
 - FactFinder Kids' Corner
 - National Geographic Map Machine
 - NASA World Wind
 - How Far Is It?
 - OT Bus Tour icon on network desktops
 - Asbury Park Press web site
 - www.animoto.com (create a digital story)
 - Word
 - Clip Art
 - Word Art
 - Publisher
 - Excel
 - PowerPoint
- Character Education videos
- Scholastic News
- Time for Kids
- Smart Board
- CDs and CD player
- ELMO
- Audiotapes and player

Time Frame	FEBRUARY
Topics	
<ul style="list-style-type: none"> • CITIZENSHIP AND GOVERNMENT: PEOPLE AND THEIR LOCAL AND STATE GOVERNMENTS 	
Big Ideas	
<ul style="list-style-type: none"> • An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world. • The study of economics fosters an understanding of the management of resources in the global, public, and private sectors, and in individual decision making. • 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	
<ul style="list-style-type: none"> • How can citizens and groups participate effectively in the democratic process? • Can the rights of American citizens ever cause conflict among them? • What are the similarities and differences between the local, state, and nation governments? • Are there limits to government activity in the economy? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Societies require government with either elected or appointed leaders. • American constitutional government is based on principles of limited government, shared authority, fairness, and equality and is dependent upon the participation of its citizens. • In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. • Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. • Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes. • In a representative democracy, individuals elect representatives to act on the behalf of the people. • Personal, family, and community history is a source of information for individuals about the people and places around them. • Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment. • Active citizens in the 21st century <ul style="list-style-type: none"> ○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. 	

- identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- are aware of their relationships to people, places, and resources in the local community and beyond.
- make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- develop strategies to reach consensus and resolve conflict.
- demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- 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.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 United States Constitution defines and limits the power of government.
- **6.1.4.A.6** Explain how national and state governments share power in the federal system of government.
- **6.1.4.A.7** Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- **6.1.4.A.8** Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- **6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- **6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- **6.1.4.A.11** Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- **6.1.4.A.12** Explain the process of creating change at the local, state, or national level.
- **6.1.4.A.15** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.4.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 areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- **6.1.4.C.7** Explain how the availability of private and public goods and services is influenced by the global market and government.
- **6.1.4.C.11** Recognize the importance of setting long-term goals when making financial

decisions within the community.

- **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.11** Determine how local and state communities have changed over time, and explain the reasons for changes.
- **6.3.4.A.2** Contact local officials and community members to acquire information and/or discuss local issues.
- **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

- understand that good citizenship includes a belief in justice, equality, and responsibility for the common good.
- give examples of community changes that result from individual or group decisions.
- explain the role citizens have in settling disagreements.
- distinguish between elected and appointed government leaders.
- recognize that community governments make laws to help keep order and to keep people safe.
- identify public services commonly provided by local governments.
- give examples of and explain the need for taxes.
- explain the three branches of government (with emphasis on local government).
- compare/contrast forms of local and state government.
- describe the basic structure of government in the local community.
- identify local government officials and explain how they are chosen.
- explain the importance of the consent of the governed to the functions of local governments.
- identify and use symbols to locate your state and its capital on the map.
- use state borders to identify capital cities bordering your state.
- compare the symbols for a state capital with the symbols for a national capital.
- understand that a county seat is the city or town where a county government meets.
- evaluate the necessity and function of a system of laws to govern the citizens of a community.
- explain the role citizens have in settling disagreements.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- begin to use a Works Cited when conducting basic research.
- continue to learn about which Internet sources are credible when conducting research

through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.

- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.
- continue to learn skills to resolve conflicts and practice conflict resolution strategies.

Learning Activities

Students will work collaboratively and/or independently to

- be able to define and use the following terms: public service, common good, elect, appoint, authority, conflict, court, jury, public property, private property, compromise, mediator, recreation, public works, property tax, sales tax, tax, council, county, county seat, governor, judicial, executive, and legislative.
- create a bulletin board display featuring articles about local citizens and local groups/organizations/sports teams that are working on goals that lead toward the common good.
- locate pertinent news articles about the local community through use of the Internet and newspaper.
- research George Washington through the use of primary and secondary resources as well as the Internet. Using keyboarding skills, develop a PowerPoint about his presidency.
- use the Internet to research famous figures, such as Jane Addams, Mother Teresa, and Oscar Arias Sanchez, and other Nobel Peace Prize winners. Tell why they won and how their contributions helped society in general.
- create a poster about local government, taxes, and services paid for through tax money.
- create a Power Point presentation about the four levels of government (local, county, state, nation.)
- invite local officials to visit the classroom to discuss how the local government functions, issues within the local community, and how issues are resolved.
- invite state officials to visit the classroom to discuss how the state government functions, issues within the state community, and how issues are resolved.
- decide upon an environmental issue impacting the local community; inform others about it at the local or state level and propose possible solutions.
- analyze various scenarios, such as the following: A neighbor is having a party outdoors in his backyard and is playing very loud music at 10:00 PM. What are your rights as a citizen? Investigate what you can do if you feel your rights have been violated. Report your findings to the class.
- research information about local government leaders and our town using the township website (www.oceantwp.org)

Assessments

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

- Oral discussions
- Quick writes
- Informal observations
- Class work assignments
- Student self-evaluation
- Literacy projects
- Science projects
- Math projects

21st 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	Presentation Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

Interdisciplinary Connections

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

Technology Integration		
CPI #	Activity	Proficiency Level
8.1.4.A.1	Demonstrate effective input of text and data using an input device to write a report about government.	Developing
8.1.4.A.2	Create a PowerPoint presentation about town government or the levels of government.	Developing
8.1.4.A.3	Create a multimedia presentation about our town that includes graphics.	Developing
8.1.4.A.5	Determine the benefits of a wide range of digital tools.	Developing
8.1.4.B.1	Produce a media-rich digital story.	Developing
8.1.4.C.1	Engage in online discussions with learners in the United States or from other countries.	Developing
8.1.4.D.1	Discuss the importance of cyber safety, cyber security, and cyber ethics as individuals.	Developing
8.1.4.D.2	Understand that accuracy, relevance, and appropriateness are important when selecting print and non-print electronic information sources.	Developing
8.1.4.D.2	Understand that accuracy, relevance, and appropriateness are important when selecting print and non-print electronic information sources.	Developing
8.1.4.D.3	Explain the purpose of an Acceptable Use Policy (AUP) and the consequences of inappropriate use of technology.	Developing
8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data.	Developing
8.2.4.A.1	Understand that factors influence the development and function of products and systems.	Developing
8.2.4.B.3	Understand that there are positive and negative effects of products and systems (laws) on humans, other species, and the environment.	Developing
8.2.4.E.1	Understand that technology is used to address local/global problems.	Developing
8.2.4.G.1	Describe how the parts interact and work as part of a system.	Developing
8.2.4.G.2	Explore the functions of a system and subsystem.	Developing
8.2.4.G.3	Understand the function, value, and esthetics of a technological product, system, or environment from the perspective of the user and the producer.	Developing
Technology Resources		
<ul style="list-style-type: none"> • Computer applications <ul style="list-style-type: none"> ○ http://www.goodcharacter.com ○ Kids in the House http://clerkkids.house.gov/ ○ www.harcourtschool.com 		

- BuzzTracker
- Fact Monster
- Diorama Designer (software)
- President's Day (software)
- Your Town (software)
- Asbury Park Press web site
- www.animoto.com (create a digital story)
- Word
 - Clip Art
 - Word Art
- Publisher
- Excel
- PowerPoint
- Character Education videos
- Scholastic News
- Time for Kids
- Smart Board
- CDs and CD player
- ELMO
- Audiotapes and player

Time Frame	MARCH
Topics	
<ul style="list-style-type: none"> • OUR NATION’S GOVERNMENT 	
Big Ideas	
<ul style="list-style-type: none"> • An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world. • 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	
<ul style="list-style-type: none"> • What is the national government and what are its major functions? • How does the government established by the Constitution embody the purposes, values, and principles of the American identity? • How can citizens and groups participate effectively in the democratic process? 	
Enduring Understandings	
<ul style="list-style-type: none"> • The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. • The United States democratic system requires active participation of its citizens. • 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. • Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens. • Key historical events, documents, and individuals led to the development of our nation. • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. • Active citizens in the 21st century <ul style="list-style-type: none"> ○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. ○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities. ○ are aware of their relationships to people, places, and resources in the local community and beyond. ○ make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. 	

- develop strategies to reach consensus and resolve conflict.
- demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- There are credible and questionable information sources 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.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 United States Constitution defines and limits the power of government.
- **6.1.4.A.5** Distinguish the roles and responsibilities of the three branches of the national government.
- **6.1.4.A.7** Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- **6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- **6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- **6.1.4.A.11** Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national , and global levels.
- **6.1.4.A.12** Explain the process of creating change at the local, state, or national level.
- **6.1.4.D.5** Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present-day government and citizenship.
- **6.1.4.D.6** Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States Government.
- **6.1.4.D.17** 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

- identify the three main branches of our national government.
- understand what determines the number of representatives a state has in congress.
- describe some of the duties of the United States President.
- explain the significance of the Supreme Court as the most important court in the United

States.

- read a table and interpret information included in a table. .
- learn how compare and contrast the qualifications and terms of office at the federal level for a member of the House of Representatives, a member of the Senate, the President, and a Supreme Court Justice.
- explain the interaction between rights and responsibilities.
- identify and explain the importance of acts of civic responsibility, including obeying laws and voting.
- explain that when more than half of the people vote in the same way, they are in the majority.
- understand the significance of minority rights.
- recognize the Preamble of the Constitution.
- read about Americans who have worked to make life better for others.
- recognize the risks some people have taken to secure freedom for themselves and for others.
- evaluate the meaning of the flag of the United States.
- describe the ways in which the United States flag is saluted and displayed.
- explain the historical significance of our national anthem.
- analyze the meaning of the Pledge of Allegiance.
- understand the significance of the Liberty Bell to our nation's heritage.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- begin to use a Works Cited when conducting basic research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

Learning Activities

Students will work collaboratively and/or independently to

- define the following terms: federal, constitution, Congress, representative, Supreme Court, table, rights, Bill of Rights, religion, vote, election, ballot, majority rule, minority rights, democracy, candidate, justice, civil rights, patriotic symbol, patriotism, Pledge of Allegiance, and national anthem.
- read or listen to the Preamble of the Constitution of the United States and discuss its basic tenets as they relate to our past history as a nation.
- compare/contrast the Constitution of the United States and our State Constitution through using the Internet. Use primary and secondary sources.
- identify the names of United States Representatives from our district and the Senators from our state through using the Internet.

- create a travel brochure describing Washington, D.C. using research and pictures from the Internet and importing into Microsoft Publisher.
- create a Power Point presentation of the three branches of government, including the system of checks and balances.
- create a poster describing the three branches of government.
- research the names of the nine Supreme Court Justices. Tell why they are elected for life terms.
- make a chart that shows the rights we have as citizens and their coinciding responsibilities.
- create a model of the Liberty Bell and accompany it with a report on its significance to American heritage.
- identify the most prominent monuments in Washington, D.C. that were designed to honor famous historical figures. Answer the following question: Do you think _____ would have like the monument built to honor him? Why or why not?
- research the two major political parties to compare/contrast them through use of the Internet.
- hold a mock election in class, including campaigning, designing ballots on the computer, and voting in secret.
- create a collage from Internet images of national symbols on Microsoft Publisher.

Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Oral discussions
- Quick writes
- Informal observations
- Class work assignments
- Student self-evaluation
- Literacy projects
- Science projects
- Math projects

21st 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	Presentation Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

Interdisciplinary Connections

- English Language Arts

- Mathematics
- Science
- Music
- Art
- Technology
- Character Education

Technology Integration

CPI #	Activity	Proficiency Level
8.1.4.A.1	Demonstrate effective input of text and data using an input device to write a report about the three branches of government.	Developing
8.1.4.A.2	Create a pamphlet or document about National Government.	Developing
8.1.4.A.3	Create a multimedia presentation that includes graphics about rights and responsibilities.	Developing
8.1.4.A.5	Determine the benefits of a wide range of digital tools.	Developing
8.1.4.B.1	Produce a media-rich digital story about National symbols.	Developing
8.1.4.C.1	Engage in online discussions with learners in the United States or from other countries.	Developing
8.1.4.D.1	Discuss the importance of cyber safety, cyber security, and cyber ethics as individuals.	Developing
8.1.4.D.2	Understand that accuracy, relevance, and appropriateness are important when selecting print and non-print electronic information sources.	Developing
8.1.4.D.3	Explain the purpose of an Acceptable Use Policy (AUP) and the consequences of inappropriate use of technology.	Developing
8.1.4.E.1	Investigate a problem/issue found in the United States and/or another country from multiple perspectives using digital tools and resources.	Developing
8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data.	Developing
8.2.4.A.1	Understand that factors influence the development and function of products and systems.	Developing
8.2.4.B.3	Understand that there are positive and negative effects of products and systems on humans, other species, and the environment.	Developing
8.2.4.E.1	Understand that technology is used to address local/global problems.	Developing
8.2.4.G.2	Explore the functions of a system and subsystem.	Developing

Technology Resources

- Computer applications
 - <http://www.goodcharacter.com>
 - Kids in the House <http://clerkkids.house.gov>
 - www.harcourtschool.com
 - National government web sites
 - www.animoto.com (create a digital story)
 - Word
 - Clip Art
 - Word Art
 - Publisher
 - Excel
 - PowerPoint
- Character Education videos
- Scholastic News
- Time for Kids
- Smart Board
- CDs and CD player
- ELMO
- Audiotapes and player

Time Frame	APRIL
Topics	
<ul style="list-style-type: none"> • AMERICAN CULTURE • THE MANY PEOPLE OF AMERICA 	
Big Ideas	
<ul style="list-style-type: none"> • 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. • An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world. • 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. • 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	
<ul style="list-style-type: none"> • What social, political, and economic opportunities and problems arise when cultures interact? • How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? • As a nation of immigrants, how has immigration affected our identity as a nation and our beliefs? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. • Places are jointly characterized by their physical and human properties. • The physical environment can both accommodate and be endangered by human activities. • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. • Advancements in science and technology can have unintended consequences that impact individuals and/or societies. • Urban areas, worldwide, share common physical characteristics but may also have cultural differences. • Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. • The student of American folklore and popular historical figures enables Americans with diverse 	

cultural backgrounds to feel connected to a national heritage.

- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- 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.
- Active citizens in the 21st 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 information sources about historical and contemporary events.

Alignment to 2009 NJCCCS

- **6.1.4.B.9** Relate advances in science and technology to environmental concerns and to the actions taken to address them.
- **6.1.4.B.10** Identify the major cities in New Jersey, the United States, and major world regions and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- **6.1.4.D.2** Demonstrate an understanding of family roles and traditions.
- **6.1.4.D.12** Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- **6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.
- **6.1.4.D.14** Trace how the American identity evolved over time.
- **6.1.4.D.15** Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- **6.1.4.D.16** Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- **6.1.4.D.17** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- **6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- **6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- **6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.3.4.A.4** Communicate with students from various countries about common issues of public concern and 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

- tell fact from fiction.
- identify the heroic deeds of state and national heroes, such as Davy Crockett.
- recognize that individuals have helped the country grow and change.
- explain the importance of selected American heroes.
- identify scientists and inventors, such as Jonas Salk, who have created or invented new technology.
- discuss significant American leaders.
- understand that cultural heritage can be celebrated through memorials or monuments and holidays.
- recognize monuments and memorials are built to honor people and the ideas they stand for.
- explain the significance of selected individual writers and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world.
- identify where family members may have lived in the past, and consider ways they reached the United States.
- understand the role of migration and immigration of people in the development of our nation.
- analyze the contributions of various groups to our community, state, and nation.
- identify and interpret the multiple causes and effects of historical events.
- examine the causes and effects of the movement of people from Ireland to the United States.
- explain the historical significance of major events, people, and their contributions as it relates to specific events.
- learn to recognize and value similarities and differences in cultures.
- understand and illustrate that where people live and how they meet their basic needs affects their culture.
- describe some traditions in the local community.
- compare different culture groups in the community, including their distinctive foods, clothing styles, and traditions.
- explain how diversity in the heritage, culture, ideas, and opinions of others is important.
- identify various racial and ethnic groups and their places of origin and explain the ways in which they help to make the community a better place to live.
- analyze the contributions of various groups to our community, state, and nation.
- identify different points of view.
- compare different points of view of oneself and others.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.

- begin to use a Works Cited when conducting basic research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

Learning Activities

Students will work collaboratively and/or independently to

- using the Internet, research Casey Jones and the song written by Wallace Saunders about him. Using Microsoft applications and keyboarding skills, develop a report to present it orally to the class. Include the music.
- using the Internet, research Daniel Boone and his trailblazing through the Appalachian Mountains and Cumberland Gap. Create a map showing the route he took. Calculate the number of miles.
- find examples of fact and fiction about Davy Crockett, Daniel Boone, and Casey Jones.
- using the Internet, research the contributions of American Heroes, such as Frederick Douglass, Jonas Salk, Rosa Parks, and Eleanor Roosevelt and share orally with the class.
- make a graph on computer comparing heights of various national landmarks, such as Gateway Arch, Statue of Liberty, Empire State Building, and Washington Monument.
- download the lyrics to some patriotic songs and sing them.
- use Enchanted Learning, Fun Brain, Brain Pop, and other websites for activities focusing on immigration.
- use maps to show different routes immigrants have traveled from various countries to the United States.
- skype with someone from a different country to discuss cultural differences/similarities.
- use the interactive website for “Worldwide Table Manners Flash Quiz” to find out about customs around the world.
- interview relatives to hear stories about ancestors who came from other countries.

Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Oral discussions
- Quick writes
- Informal observations
- Class work assignments
- Student self-evaluation
- Literacy projects
- Science projects

- Math projects

21st 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	Presentation Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

Interdisciplinary Connections

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

Technology Integration		
CPI #	Activity	Proficiency Level
8.1.4.A.1	Demonstrate effective input of text and data using an input device to write a report about family culture and traditions.	Developing
8.1.4.A.2	Create a pamphlet or document about your family's culture and heritage.	Developing
8.1.4.A.3	Create a multimedia presentation that includes graphics about accepting other people's cultural differences.	Developing
8.1.4.A.4	Enter data into a simple spreadsheet and interpret information about different National landmarks.	Developing
8.1.4.A.5	Determine the benefits of a wide range of digital tools.	Developing
8.1.4.B.1	Produce a media-rich digital story about your family traditions.	Developing
8.1.4.C.1	Engage in online discussions with learners in the United States or from other countries.	Developing
8.1.4.D.1	Discuss the importance of cyber safety, cyber security, and cyber ethics as individuals.	Developing
8.1.4.D.2	Understand that accuracy, relevance, and appropriateness are important when selecting print and non-print electronic information sources.	Developing
8.1.4.D.2	Understand that accuracy, relevance, and appropriateness are important when selecting print and non-print electronic information sources.	Developing
8.1.4.D.3	Explain the purpose of an Acceptable Use Policy (AUP) and the consequences of inappropriate use of technology.	Developing
8.1.4.E.1	Investigate a problem/issue found in the United States and/or another country from multiple perspectives using digital tools and resources.	Developing

Technology Resources

- Computer applications
 - <http://www.panwapa.com>
 - <http://www.digitalhistory.uh.edu>
 - <http://www.goodcharacter.com>
 - Growth of a Nation
 - Enchanted Learning
 - Fun Brain
 - Brain Pop
 - Google Earth
 - World Wide Table Manners Flash Quiz
 - Word

- Clip Art
- Word Art
- Publisher
- Excel
- PowerPoint
- Character Education videos
- Scholastic News
- Time for Kids
- Smart Board
- CDs and CD player
- ELMO
- Audiotapes and player

Time Frame	MAY
Topics	
<ul style="list-style-type: none"> • MAKING AND SELLING PRODUCTS 	
Big Ideas	
<ul style="list-style-type: none"> • The study of economics fosters an understanding of the management of resources in the global, public, and private sectors, and in individual decision making. • 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	
<ul style="list-style-type: none"> • How is price determined? • How much can a business be regulated in a democratic government? • Are there limits to government activity in the economy? • How free should national and international trade be? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Supply and demand is a basic economic principle in a capitalist society. • Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. • People make decisions based on their needs, wants, and the availability of resources. • Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. • Economics is a driving force for the occurrence of various events and phenomena in societies. • Economic opportunities in New Jersey and other states are related to the availability of resources and technology. • Active citizens in the 21st century <ul style="list-style-type: none"> ○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. ○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities. ○ are aware of their relationships to people, places, and resources in the local community and beyond. ○ make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. ○ develop strategies to reach consensus and resolve conflict. ○ demonstrate understanding of the need for fairness and take appropriate action against unfairness. • There are credible and questionable information sources about historical and contemporary events. 	

Alignment to 2009 NJCCCS

- **6.1.4.C.2** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **6.1.4.C.4** Describe how supply and demand influence price and output of products.
- **6.1.4.C.5** Explain the role of specialization in the production and exchange of goods and services.
- **6.1.4.C.6** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- **6.1.4.C.7** Explain how the availability of private and public goods and services is influenced by the global market and government.
- **6.1.4.C.8** Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- **6.1.4.C.12** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey or elsewhere in our nation
- **6.1.4.C.13** Determine the qualities of entrepreneurs in a capitalistic society.
- **6.1.4.C.14** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology and/or the labor force have played in economic opportunities.
- **6.1.4.C.16** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.4.C.17** Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- **6.1.4.C.18** Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- **6.3.4.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 Henry Ford as an historic figure who started a new business.
- understand productive resources and how they have been used to make products in the past and in the present.
- use the assembly line to explain division of labor.
- use map symbols to learn about products in Indiana.
- interpret information on a product map by using map symbols.
- analyze conclusions and make generalizations about data.
- develop and use visuals, including maps, to illustrate the distribution of products.
- identify Louis Daguerre, Cyrus McCormick, Granville T. Woods, Jeanie Low, and Hans Christiansen Lee as inventors who have created or improved a new technology.
- discuss the impact of new technology in photography, farm equipment, communication, transportation, and home safety.
- recognize the importance of inventors to communities around the world both past and present.

- identify ordinary people in the community who have started a new business.
- explore the concept of economic specialization.
- understand how the cost of production and selling price affect profit.
- describe how competition for products increases with advertising.
- understand the concept of a free market.
- learn how supply and demand affects the price of goods and services.
- observe how production cost and selling price affect profit.
- explain the impact of scarcity on interdependence within and among communities.
- analyze the importance of international trade today and in the past.
- evaluate the importance of communication links to the function of trade.
- explain how countries depend on one another economically.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- begin to use a Works Cited when conducting basic research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

Learning Activities

Students will work collaboratively and/or independently to

- research Henry Ford and the growth of the Ford Motor Company using the Internet.
- model an assembly line and compare assembly line to a control group (making sandwiches or some other product.) Have one group model an assembly line method. Have a second group (control group) make the product in its entirety from start to finish. Keep a record of the time involved for each method of production and compare results of the time it took each group to make the same number of equivalent items.
- research an invention to understand the factors that influenced its development and function.
- research the purpose of trademarks and the impact of trademark infringements on business.
- create a bulletin board of inventions that have affected students' lives. Students can find pictures and information of inventions on the Internet or in books to post.
- use the website "Lemonade Stand" to apply knowledge of economics.
- use website <http://www.consumerkids.gov.nz/english/index.html> to practice economics skills.
- search magazine and newspapers to find examples of advertisements that are effective or ineffective and support views with reasons.
- create a product and design an advertisement for it.
- determine facts and opinions in advertisements found by students.

- make a diagram to show how supply and demand work using the computer.
- research products imported to the United States from other countries.
- research products exported to other countries from the United States.
- research products grown and manufactured in New Jersey.

Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Oral discussions
- Quick writes
- Informal observations
- Class work assignments
- Student self-evaluation
- Literacy projects
- Science projects
- Math projects

21st 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	Presentation Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

Interdisciplinary Connections

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

Technology Integration		
CPI #	Activity	Proficiency Level
8.1.4.A.1	Demonstrate effective input of text and data to make a diagram showing how supply and demand work.	Mastery
8.1.4.A.2	Create a pamphlet or document advertising a product.	Mastery
8.1.4.A.3	Create a multimedia presentation about Henry Ford that includes graphics.	Developing
8.1.4.A.4	Enter data about accruing interest into a simple spreadsheet and interpret information.	Developing
8.1.4.A.5	Determine the benefits of a wide range of digital tools.	Developing
8.1.4.B.1	Produce a media-rich digital story.	Developing
8.1.4.C.1	Engage in online discussions with learners in the United States or from other countries.	Developing
8.1.4.D.1	Discuss the importance of cyber safety, cyber security, and cyber ethics as individuals.	Developing
8.1.4.D.2	Understand that accuracy, relevance, and appropriateness are important when selecting print and non-print electronic information sources.	Developing
8.1.4.D.3	Explain the purpose of an Acceptable Use Policy (AUP) and the consequences of inappropriate use of technology.	Mastery
8.1.4.E.1	Investigate a problem/issue such as trademark infringement from multiple perspectives using digital tools and resources.	Mastery
8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data.	Mastery
8.2.4.A.1	Understand that factors influence the development and function of products and systems for a new invention.	Developing
8.2.4.A.2	Compare and contrast how a product (such as automobiles) has changed over time using a digital format.	Developing
8.2.4.B.1	Explore the design process using an online simulation.	Developing
8.2.4.B.2	Design an alternative use for an existing project.	Developing
8.2.4.B.3	Understand that there are positive and negative effects of products and systems on humans, other species, and the environment.	Developing
8.2.4.B.4	Understand that technology transfer happens within a technology, among technologies, and among other fields of study.	Developing
8.2.4.C.1	Explain the impact of disposing of materials in a responsible way.	Developing
	Explain the purpose of trademarks and the impact of	

8.2.4.C.2	trademark infringement on businesses.	Developing
8.2.4.C.3	Examine ethical considerations in the production and disposal of a product.	Developing
8.2.4.D.1	Analyze responses collected from owners/users of a particular product.	Developing
8.2.4.E.1	Understand that technology is used to address local/global problems.	Developing
8.2.4.F.1	Understand that resources are used in a technological product or system.	Developing
8.2.4.F.2	Understand that resources are processed in order to produce products or systems.	Developing
8.2.4.G.1	Describe how the parts of a common toy/tool interact and work as part of a system.	Developing
8.2.4.G.2	Explore the functions of a system and subsystem.	Developing
8.2.4.G.3	Understand the function, value, and esthetics of a technological product, system, or environment from the perspective of the user and the producer.	Developing

Technology Resources

- Computer applications
 - <http://www.consumerkids.gov.nz/english/index.html>
 - Consumer Kids <http://www.consumerkids.govt.nz/english/index.html>
 - Edison Motion Pictures <http://memory.loc.gov/ammem/edhtml/edmvalpha.html>
 - <http://www.goodcharacter.com>
 - CommonCents!
 - New Jersey State Department of Agriculture web site
 - Lemonade Stand
 - Word
 - Clip Art
 - Word Art
 - Publisher
 - Excel
 - PowerPoint
- Character Education videos
- Scholastic News
- Time for Kids
- Smart Board
- CDs and CD player
- ELMO
- Audiotapes and player

Time Frame	JUNE
Topics	
<ul style="list-style-type: none"> • BEING A THOUGHTFUL CONSUMER 	
Big Ideas	
<ul style="list-style-type: none"> • The study of economics fosters an understanding of the management of resources in the global, public, and private sectors, and in individual decision making. • 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	
<ul style="list-style-type: none"> • How is price determined? • Why is the United States economically prosperous? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Supply and demand is a basic economic principle in a capitalist society. • The standard of living in the United States is determined by a variety of factors. • People make decisions based on their needs, wants, and the availability of resources. • Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. • Understanding of financial instruments and outcomes assists citizens in making sound decision about money, savings, spending, and investment. • Active citizens in the 21st century <ul style="list-style-type: none"> ○ recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. ○ identify stereotyping, bias, prejudice, and discrimination in their lives and communities. ○ are aware of their relationships to people, places, and resources in the local community and beyond. ○ make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. ○ develop strategies to reach consensus and resolve conflict. ○ demonstrate understanding of the need for fairness and take appropriate action against unfairness. • There are credible and questionable information sources about historical and contemporary events. 	
Alignment to 2009 NJCCCS	
<ul style="list-style-type: none"> • 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. 	

- **6.1.4.C.1** Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- **6.1.4.C.6** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- **6.1.4.C.10** Explain the role of money, savings, debt, and investment in individuals' lives.
- **6.1.4.C.11** Recognize the importance of setting long-term goals when making financial decisions within the community.
- **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 that people can be both consumers and producers.
- identify ways people earn money.
- describe reasons people spend money.
- understand that people save money.
- identify the reasons people save money.
- explain the concept of interest.
- compare different kinds of investments.
- identify types of incoming and outgoing monies.
- explain why making a budget is important for good money management.
- analyze a simple budget that allocates money for spending and saving.
- explain that people must make choices about how to use limited economic resources.
- identify trade-offs and opportunity costs of economic choices.
- evaluate an economic decision by using a personal or a given problem.
- find examples to show how groups and individuals can make a difference in the community.
- describe products and services that are developed, manufactured, or grown in New Jersey.
- respond correctly to open-ended questions, using RACE elements, about the topics under discussion/study.
- understand the concept of cyber safety through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- understand and adhere to the rules about plagiarism through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- begin to use a Works Cited when conducting basic research.
- continue to learn about which Internet sources are credible when conducting research through lessons taught by the classroom teacher in the Computer Lab as well as the librarian during Library periods.
- continue to increase their understanding of bullying, intimidation, and harassment as inappropriate and unacceptable behaviors.

Learning Activities

Students will work collaboratively and/or independently to

- research products grown and manufactured in New Jersey and determine which are unique to our state through use of the Internet.
- create a classroom business that provides a service, such as collecting bottles for recycling.
- create a flow chart on PowerPoint showing the steps involved in making a product. Then use the flow chart to explain the process either in writing or verbally.
- determine the amount of interest for a fictional bank account and calculate interest earned over a 12 month period by using a calculator.
- create a model budget.
- make a “budget” pie graph through use of a computer.
- research philanthropic organizations, such as the Red Cross or SPCA.
- research nonprofit organizations that serve the common good by using www.harcourtschool.com as well as other web sites.
- make a poster to encourage people to volunteer time, skills, or money to help our school.

Assessments

- Benchmark assessments
- Formative and summative assessments (unit tests and quizzes)
- Authentic performance assessments
- Portfolio assessment
- Oral discussions
- Quick writes
- Informal observations
- Class work assignments
- Student self-evaluation
- Literacy projects
- Science projects
- Math projects

21st 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	Presentation Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations & Concepts		

Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science

- Music
- Art
- Technology
- Character Education

Technology Integration		
CPI #	Activity	Proficiency Level
8.1.4.A.1	Demonstrate effective input of text and data using an input device.	Mastery
8.1.4.A.2	Create a pamphlet or document.	Mastery
8.1.4.A.3	Create a multimedia presentation that includes graphics.	Developing
8.1.4.A.4	Enter data into a simple spreadsheet and interpret information.	Developing
8.1.4.A.5	Determine the benefits of a wide range of digital tools.	Developing
8.1.4.B.1	Produce a media-rich digital story.	Developing
8.1.4.C.1	Engage in online discussions with learners in the United States or from other countries.	Developing
8.1.4.D.1	Discuss the importance of cyber safety, cyber security, and cyber ethics as individuals.	Developing
8.1.4.D.2	Understand that accuracy, relevance, and appropriateness are important when selecting print and non-print electronic information sources.	Developing
8.1.4.D.3	Explain the purpose of an Acceptable Use Policy (AUP) and the consequences of inappropriate use of technology.	Mastery
8.1.4.E.1	Investigate a problem/issue found in the United States and/or another country from multiple perspectives using digital tools and resources.	Mastery
8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data.	Mastery
8.2.4.A.1	Understand that factors influence the development and function of products and systems.	Introductory
8.2.4.A.2	Compare and contrast how a product has changed over time using a digital format.	Introductory
8.2.4.B.1	Explore the design process using an online simulation.	Introductory
8.2.4.B.2	Design an alternative use for an existing project.	Mastery
8.2.4.B.3	Understand that there are positive and negative effects of products and systems on humans, other species, and the environment.	Introductory
8.2.4.B.4	Understand that technology transfer happens within a technology, among technologies, and among other fields of study.	Introductory
8.2.4.C.1	Explain the impact of disposing of materials in a responsible way.	Mastery
8.2.4.C.2	Explain the purpose of trademarks and the impact of trademark infringement on businesses.	Mastery
	Examine ethical considerations in the production and	

8.2.4.C.3	disposal of a product.	Introductory
8.2.4.D.1	Analyze responses collected from owners/users of a particular product.	Introductory
8.2.4.E.1	Understand that technology is used to address local/global problems.	Introductory
8.2.4.F.1	Understand that resources are used in a technological product or system.	Introductory
8.2.4.F.2	Understand that resources are processed in order to produce products or systems.	Introductory
8.2.4.G.1	Describe how the parts of a common toy/tool interact and work as part of a system.	Mastery
8.2.4.G.2	Explore the functions of a system and subsystem.	Introductory
8.2.4.G.3	Understand the function, value, and esthetics of a technological product, system, or environment from the perspective of the user and the producer.	Introductory

Technology Resources

- Computer applications
 - www.harcourtschool.com
 - www.animoto.com
 - Discovery Education
 - Brain Pop!
 - starfall.com
 - CommonCents!
 - Red Cross web site
 - SPCA web site
 - New Jersey State Department web sites
 - Local banking institution web sites
 - Word
 - Clip Art
 - Word Art
 - Publisher
 - Excel
 - PowerPoint
- Character Education videos
- Scholastic News
- Time for Kids
- Smart Board
- CDs and CD player
- DVDs and player
- ELMO
- Audiotapes and player
- Math calculators