

**Elementary Schools
Grade 2
Social Studies
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

August 26, 2021

Date

Education - Item # 9

Agenda Item

Rationale

Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Social Studies Department Vision

Know the past. Engage the present. Impact the future.

Social Studies Department Mission Statement

The mission of our department is to prepare our students to become informed and engaged citizens of an increasingly global, interdependent world. Our focus as Social Studies educators is to ensure that experiences in our classrooms are meaningful, real, and authentic for all learners. We challenge our students to engage the world around them and strive to find resolutions to both local and global problems. These are the challenges we equip our students to confront, discuss, and address throughout their lifetime. In the end, Social Studies teachers have the highest expectations for all students; we will instill discipline, hard work, and progressive thought through a rigorous instructional model.

Social Studies Department Goals

- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of those problem-solving skills.
- To enable students, through an interpretation of historical facts, to analyze information, and to fully engage in higher-level thinking.
- To promote knowledge of the core content of historical, political, economic, legal, and social issues of our world, nation, and community.
- To help students see the world from different perspectives- those of the historian, the geographer, the economist, the political scientist, the psychologist, the lawyer, and other social scientists- and employ the different tools and techniques of each discipline in critical thought.
- To guide our diverse student population in realizing their potential as citizens of a democratic nation and members of our local community.

I. Course Description

Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential themes including self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.

II. Course Instructional Materials

- Pearson myWolrd Interactive Social Studies
- Bring History Alive! (Sourcebooks for the United States and World History)
- DBQ Project
- Social Studies Department Writing Rubric

III. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

B. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

<http://www.socialstudies.org/c3>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]

- Resources available at:

<http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)

- Resources available at:

<https://www.nj.gov/education/holocaust/index.shtml>

E. Diversity, Equity, and Inclusion Mandate...

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades **kindergarten through 12** as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources available: <https://www.welcomingschools.org> and <https://www.lgbtqhistory.org/lesson-plans/>

F. Asian American and Pacific Islanders Mandate

- A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
- Resources available: <https://asianamericanedu.org>

IV. General Interdisciplinary Connections / Materials

(specific materials are referenced within each unit)

- Language Art: Literature and poetry relevant to the topics covered in each unit.
- Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
- Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
- Math: Analysis and manipulation of statistics or other numeric information/data relevant to the topics covered in each unit.

V. Pacing Guide

First Trimester	Unit #1: Families Today and in the Past Unit #2: People, Places, and Nature
Second Trimester	Unit #3: Government Unit #4: People Who Supply Our Goods and Services
Third Trimester	Unit #5: Making a Difference Unit #6: Our American Culture

VI. Vertical Integration – Program Mapping

The mapping of the Social Studies program within Linden Public Schools consists of the following:

Grades 1-3	Active Citizenship Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential theme including- self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.
Grade 4	United States Geography An introduction to the regions of the United States, with a focus on their history and development.
Grade 5	United States History Settlement/Colonization to End of the American Revolution
Grade 6	Half Year – Civics Half Year- World Geography
Grade 7	United States History The American Revolution to Post Civil War Reconstruction
Grade 8	World History Pre-history to global encounters
Grade 9	World History Global encounters to modern times
Grade 10	United States History I Colonization, Revolutionary Era, Early Republic, Antebellum, Civil War, Reconstruction, Gilded Age, Industrial Age, Progressive Era, Imperialism, The First World War
Grade 11	United States History II Roaring Twenties, Great Depression, World War II, Social Development after WWII, Cold War, Post-Cold War Era, The World Today

Grade 12

Electives:

Psychology, Sociology, Criminal Justice, African American Studies, Holocaust Studies, Political Science

VII. Accommodations, Modifications, and Teacher Strategies (specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> Teacher Presentation Student Presentation Class Discussion Socratic Discussion Reading for Meaning Inquiry Design Model Interactive Lecture Interactive Notetaking Compare and Contrast Research-Based Problem-Based Project-Based <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on the concept, not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide a cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on the concept, not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide a cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

VIII. Social Studies Department Writing Rubric

		1	2	3	4
Introduction	Historical Background	Limited to no events into the historical time period	present but lacks detail	The essay clearly places events, into a historical time period	clearly and accurately summarizes events into a historical time period with relevant details
	Thesis (Topic Sentence)	thesis does not accurately address the question/has no claims	the thesis is presented with 1 claim	the thesis is presented with 2 claims	the thesis is fully presented with 3 claims
	Supporting Evidence	No evidence provided to support the thesis and its claims	Evidence supports the thesis and 1 claim	Evidence supports the thesis and 2 claims	Evidence effectively supports the thesis and 3 claims
Body	Historical Knowledge	Lacks specifics historical knowledge	Partially identifies historical knowledge	Identifies relevant historical knowledge	Identifies relevant historical knowledge that supports the evidence and claims
	Details to Support Evidence	Details are presented as generalized statements	Details are present and partially supports some evidence and claims	Details are relevant and support some evidence and claims	Details are relevant, and support all evidence and claims
	Different Perspectives (5 th Grade ONLY)	does not acknowledge various interpretations of the topic, event, or issue	Attempts to acknowledge various interpretations of the topic, event, or issue	Effectively interprets various interpretations	demonstrates an awareness of the reasons and circumstances that produced different interpretations.
Conclusion	Summarizes Topic Sentence and Evidence	The conclusion is present but does not summarize the topic sentence and evidence	The conclusion is present, topic sentence and evidence are partially summarized	The conclusion is present, topic sentence and evidence are summarized and explained	The conclusion is present, topic sentence and evidence are fully summarized and well explained.
Style	Organization and Structure	lacks a clear approach to answering the question	organization and structure are present but could be better addressed	is acceptable and does not take away from the overall quality of the essay	is strong, clear, and well-focused arguments
	Grammar	Does not demonstrate sentence mastery, uses no academic or domain-specific vocabulary	Uses some repetitive yet correct sentence structure, uses limited academic and/or domain-specific vocabulary	Uses correct and varied sentence structure, uses academic and/or domain-specific vocabulary appropriate for the audience and purpose	Uses purposeful and varied sentence structure, uses precise academic and/or domain-specific vocabulary appropriate for the audience and purpose
	Conventions	Capitalizes correctly and consistently with no errors, uses commas, apostrophes and end punctuation all of the time with no errors, consistently uses quotation marks to indicate direct speech and quotations from a text and applies above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors	Capitalizes correctly and consistently with some errors, uses commas, apostrophes and end punctuation some of the time, uses quotation marks to indicate direct speech and quotations from a text some of the time and applies some above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors	Capitalizes correctly and consistently with minor errors, uses commas, apostrophes and end punctuation most of the time, uses quotation marks to indicate direct speech and quotations from a text most of the time and applies above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors	Capitalizes correctly and consistently with no errors, uses commas, apostrophes and end punctuation all of the time with no errors, consistently uses quotation marks to indicate direct speech and quotations from a text and applies above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors

Unit # 1
Families Today and in the Past

The Big Question
How does life change throughout history?

Stage 1-
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understanding...

- Families and communities are important because, in them, people care about each other.
- There are many different types of families, and many have their own traditions.
- Family members have ancestors, whose lives show the past history of the family.
- People can learn about their family history through primary sources, such as letters, and secondary sources, such as artifacts.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

- why it is important to learn about families.
- to appreciate and respect all kinds of families.
- that every family has a history

- how to use primary and secondary sources to learn about family history

Learning Objectives:

Lesson 1: Families

- Explain what a family is and why families are important.
- Describe a community and what makes up a community.
- Compare a family to a community.
- Explain how members of a family treat and help one another.
- Understand the following key terms: family, community, responsibility, respect

Lesson 2: Different Kinds of Families

- Identify ways that families are different.
- Discuss the different ways families may be organized.
- Explain why immigrant families come to the United States and why many want to become citizens.
- Define traditions and how they apply to families in the United States.
- Understand the following key terms: extended family, generation, guardian, immigrant, citizen, tradition, practice

Lesson 3: Life Then and Now

- Explain that families have a history.
- Discuss your own personal history.
- Compare how things families did and family culture in the past are the same or similar to family culture today.
- Contrast ways families fulfilled their needs and behaved in the past and how they do so today.
- Understand the following key terms: history, ancestor, culture, compare, contrast

Lesson 4: Family History

- Define and give examples of primary sources and secondary sources of historical information.
- Explain what an artifact is and give examples of some artifacts.
- Discuss how an oral history is created and why it is historically important.
- Write questions for an interview with an older family member.
- Understand the following key terms: primary source, artifact, oral history, secondary source, family tree, examine

Instructional Mandates from the New Jersey Department of Education

Topics addressing the Amistad Commission Mandate...

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Topics addressing the Holocaust Commission mandate...

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Topics addressing the Diversity, Equity, and Inclusion Mandate...

- Understand that people and families are different throughout society but all are special and unique in their own way.
- Tree of Caring: Roots and Wings, The Human Rights Campaign Project, Welcoming Schools, 2021. Find great alternatives to the traditional family tree. Welcome all students and their families. Be inclusive of LGBTQ, adoptive, foster, step, and multi-generational families. [1 – 3] . https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Trees_of_Caring_Roots_and_Wings.pdf

The Great Book of Families: Discussion Guide, The Human Rights Campaign Project, Welcoming Schools, 2021. *The Great Big Book of Families* by Mary Hoffman showcases diverse families and their lives together. It's a great resource for reflecting the diversity of your students' families and highlighting diversity for all students. LGBTQ-inclusive, multi-racial families, economic diversity. [K – 2] . https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Great_Big_Book_Families.pdf

Addressing the Asian American and Pacific Islander Mandate...

Common Misconceptions:

Communities in Cities and Towns- Children who live in crowded, often anonymous, big cities may think that the concept of community does not apply to them—that it applies only to small towns. Explain to children that a neighborhood in a city is a community. A few square blocks in a city may be like its own small community.

Shopping- Make sure that children understand that their grandparents likely also shopped in stores, though they may not have been the superstore chains we have today and may not have been in malls. Explain that if their great-grandparents lived in a city, they may not have grown their own food but bought mostly fresh and unpackaged food from a nearby small, family-owned store. In this generation’s day, most stores were small, family-run stores where you knew the owner who worked there. There may have been fewer goods to buy, but these were neighborhood stores where neighbors interacted with each other on a friendly and personal level.

Common Misconceptions

Fiction as a Source- Children may think that secondary source material is always nonfiction, such as a book of history or biography. However, some fiction may be used as a secondary source. Although not a scholarly text, good historical fiction can be used as a second-tier secondary source of historical information. Well-researched and accurate historical fiction is based on and describes facts and often uses primary source materials as a basis for the story. Some fictional books, such as the Little House on the Prairie series, are fictional but are based on the real-life, “primary source” experiences of the author. Such books can be invaluable in bringing a historical time period to life.

**Stage 2-
Evidence of Learning****Formative Activities, Tasks, or Projects:**

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

**Stage 3-
Learning Plan****Learning Plan:**

Connect:

Field Trip Video

Chapter JumpStart Activity

Rap About It

Big Question Interactivity

Chapter Overview

Quest Writing Using Sources: Help Henry Uncover the Past

Investigate:

Lesson Introductions (1 for each lesson)

Lesson 1: Families

Lesson 2: Different Kinds of Families

Lesson 3: Life Then and Now

Lesson 4: Family History

Literacy Skills: Sequence

Map and Graph Skills: Interpret Timelines

Primary Source: Photographic: Angel Island

Citizenship: James Oglethorpe: Founder of Savannah, Georgia

Synthesize

Lesson Check (1 for each lesson)

Lesson Review Interactivity (1 for each lesson)

Chapter Assessment

Chapter Test

Demonstrate

Lesson Quiz

Chapter Vocabulary Games

Quest Findings: Make a Poster

TikaTok

Unit Specific Accommodations and Modifications:

Support for English Language Learners:

- Speaking: Explore the concept of history and how it is studied.
- Entering: Write the words from the past on the board. Show photos or pictures of modern objects and objects from the past.
- Emerging: Show pictures of objects from the past and today. Using yes-no and wh- questions, ask a child if the object is from the past. Point out that the objects from the past are what historians study.
- Developing: Have children identify an object that they have seen in the movies or on television that was used in the past. Then have children offer their opinions about whether the object would be of importance to a historian exploring the past.
- Expanding: Have children offer their ideas for additional objects that could come out of the trunk pictured in the Worktext. Then have children offer their opinions on why the object might be of importance to a historian studying the past.
- Bridging: To further explore the relationship between the past and the future, have children verbally identify modern objects that serve the same purpose as the older objects.

Families:

Support for English Language Learners:

- Speaking: Write the words family and community on the board. Have children reread the text closely, then connect ideas about the differences between family and community.
- Entering: Ask children to draw a family and a community and label their drawings.
- Emerging: After children reread the text, point to the board and offer attributes that relate to families, that relate to communities, and that relate to both. Have children raise an open hand for attributes of families, raise a fist for attributes of communities, and raise both an open hand and a fist for attributes of both.
- Developing: After children reread the text, point to each term on the board in turn. Ask children to offer an example of something that relates to either families or communities.
- Expanding: Ask children to share things that might apply to both families and communities, using learned phrases such as "I think ..." and "In my opinion ..." or "I agree with ..." in their conversations.
- Bridging: After children reread the text, ask them to offer examples of things that relate to either families or communities. Then ask children to discuss things that might apply to both families and communities. Remind them they can use phrases such as "That's a good idea, but ..." to provide counterarguments in their conversations.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing learning about families.

- Special Needs: Write "Teaching" and "Helping" as category columns on the board. Invite children to describe what family members do or why family is important in each category. Provide oral prompts if needed.
- Below Level: Have children draw a picture of a younger family member being taught something from an older family member. Encourage students to label the drawing.
- Advanced: Invite children to think of one way they might contribute to their families when they grow older. Have children write a short

Different Kinds of Families:

Support for English Language Learners:

- Writing: Have children write about why immigrant families move to the United States. Have them condense the ideas in the Worktext.
- Entering: Provide children with a sentence frame for them to complete: Immigrant families come to the United States for _____. Encourage children to complete the sentence frame with one-word answers, such as “jobs,” “schools,” or “safety.”
- Emerging: Ask children to circle the key words in the Worktext that tell why immigrant families move to the United States.
- Developing: Have children write one or two sentences that summarize the information in the Worktext. If they need assistance, suggest that they circle key words in the Worktext before writing their sentence or sentences.
- Expanding: Have children focus their ideas in a short paragraph that effectively summarizes the information in the Worktext. The paragraph should consist of 2–3 sentences that identify 2–3 reasons for immigration.
- Bridging: Ask children to summarize why immigrants move to the United States. Have them circle the key words in their own summaries.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing and defining different types of families.

- Special Needs: Write “Extended Family” and “Generation” on the board. Explain to children what each is. Then help them fill in who in a family would fit in each column. Encourage them to recognize that aunts and uncles might fit in the first column if they are in the same generation as parents. Explain that grandparents or great-grandparents would be in the second column because they were born at an earlier time than the parents or children.
- Below Level: Discuss with children that a relative or a nonrelative may be a child’s guardian. Encourage children to recognize that an aunt, uncle, or cousin might be a child’s guardian. In some cases, a family not related to the child may take care of, or even adopt, the child.
- Advanced: Explain to children that adoption is a form of permanent guardianship, when a child officially becomes part of a new family. Invite interested children to go online to research the process of adoption in your state. You may want to preview a reliable Web site or two that is suitable for children and refer children to this Web site. Children may then write a short list of steps or a paragraph about the process of adoption in your state.

Use the following activities to differentiate instruction for children when discussing and defining citizenship.

- Special Needs: Review with children the meanings of citizen, citizenship, and rights. Have children define each in their own words, then write sentences using each word.
- Below Level: Have children write the meanings of citizen, citizenship, and rights. Then have children make a list of the rights that come with being a citizen.
- Advanced: Have children work independently to write a short paragraph from the point of view of an immigrant studying to become and becoming a citizen. Children’s paragraphs should include facts about citizenship from the Worktext.

Life Then and Now:

Support for English Language Learners:

- Speaking: After writing the words ancestor and culture on the board, have children further explore these concepts.
- Entering: As you use words and gestures to define each word, ask children to point to the word as you define it.
- Emerging: Show children pictures of life in the nineteenth century, such as horse-drawn carriages, the way people dressed, different types of work, etc. Have children use the pictures to identify, using gestures, words, and simple phrases, how these aspects of culture are different from the culture of today.
- Developing: Ask children to draw one example of culture in the past and one of culture today. Have them tell about the similarities and differences.
- Expanding: Invite children to make a formal oral presentation describing what they think American culture will be like a century from now. Encourage them to be imaginative in describing cultural norms of the future, such as transportation, technology, and clothing. Remind children to use phrases such as “I think ...” and “In my opinion”

Bridging: Have children copy the words from the board and then describe how the culture of their ancestors is different from culture today. Have children make a formal oral presentation in which they state an opinion about those aspects of the old culture they might enjoy or prefer over today's culture. Children should support their opinions with reasons.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing family life today and in the past.

Special Needs: Make sure that children understand the concept of a decade. Explain that a decade is ten years. Have children hold up their hands and spread their fingers. Count with them to ten. Reinforce the concept that a decade has ten years, just as their hands have ten fingers.

Below Level: Review the concept of a generation with children. On the board, write the words grandparents, parents, children. Show children a picture of an older grandparent, an adult (parent), and a child. Encourage children to place the pictures in order, from the oldest generation to the youngest. (Grandparents are oldest because they were born longest ago.) Ask: Why are your parents in the same generation? (Because they were born around the same time.)

Advanced: Have children work independently to write a short description of how they see themselves a decade or two from now. What will they like to do then? Where will they be? Children may write about any aspect of themselves or their lives at that future time. Encourage them to use vivid descriptions in their writing.

Family History:

Support for English Language Learners:

Speaking: Have children further discuss and explore the use of primary sources and artifacts.

Entering: Ask children to draw pictures or point to objects that are primary sources.

Emerging: Show children pictures (preferably photographs of changing women's fashions over time, from the buttoned-up Victorian dress to today's modern clothes). Have children discuss the time order of the pictures and then arrange them in that order.

Developing: Have children think about what artifacts they would keep from today to show members of their family many years from now.

Expanding: Encourage children to brainstorm a list of objects that would best show what life is like now. When the list is complete, have each child choose one artifact and write a short sentence about it.

Bridging: Have children imagine they are older and want to write a memoir about what life was like in second grade. Encourage children to list primary sources and artifacts from their lives today that they would consult or refer to in their memoirs. Then have them write a paragraph as a memoir in which they describe their lives today, making reference to the primary sources and artifacts they listed.

Differentiated Instruction:

Use the following activities when differentiating instruction for children when discussing how to research family history.

Special Needs: Review with children the family tree in the text. Explain that each branch—or horizontal list of family members—shows a generation in a family. Use the illustration in the text to review with children each generation in the family tree. Ask: Where are the youngest children shown in this family tree? (They are at the bottom, with the word "Kevin.")

Below Level: Review the family tree in the text with children. Then show children pictures of individual members of several generations of a family. (Cut out each person separately.) Have children work together to organize the pictures in vertical rows, with the oldest generation at the top and the youngest at the bottom.

Advanced: Have children work independently to create family trees that diagram their own family histories. They may include as many generations and family members as they know about. Make sure children use both vertical and horizontal organization correctly and

Map and Graph Skills: Interpret Timelines:

Support for English Language Learners:

Speaking: Have children discuss what events to include on a timeline.

Entering: Ask students to draw a timeline for four stops or increments. Ask them to label the "start" and the "end" of the timeline.

- Emerging: Discuss with children what events from a typical school day they would include on a timeline. As you name an event, have children raise an open hand if it belongs on a school-day timeline and raise a fist if it does not apply.
- Developing: Review events that take place in a typical school day. Then brainstorm events that might appear on a "Life So Far" timeline. As a class, create a list on the board.
- Expanding: Draw a two-column chart on the board, headed "School Day" and "Life So Far." Work with children to brainstorm ideas for events that they would include on a timeline showing the two categories. Begin by identifying an event and having children tell you in which column to write it. Then have children themselves identify and place the events.
- Bridging: Have children work independently to list events they would include on either a school-day or "life so far" timeline. Have children tell why an event or incident is important enough to include on a timeline.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing and interpreting timelines.

- Special Needs: Remind children that events on a timeline can be organized by different periods, including minutes, hours, days, years, and so on. Work with children to create a timeline, using minutes, that shows what they do as they get ready to go to school each morning.
- Below Level: Discuss with children the different time periods that might be used on a timeline. Ask: If you were using a timeline to show what you did in one hour, what time period would you use? (minutes) Repeat this pattern for events in a day, in a year, in a life (hours, months, years). Then have children create a timeline of what the class has done so far today.
- Advanced: Have children work in pairs to create a timeline in which they order events by decade and/or by century. Before they begin, ask: What type of events would best be ordered by these long time periods on a timeline? (A timeline showing events in the life of someone who lived a long time or a timeline of historical events would be organized this way.) Have children choose either a long-lived historical person or a historical time period and create a timeline using decades or centuries as the time period.

Literacy Skills:

Support for English Language Learners:

- Speaking: Reemphasize the words first, next, and finally as you discuss the skill.
- Entering: Ask children to say the words in the skill that show a sequence (first, next, finally).
- Emerging: Write first, next, and finally on index cards. On three other index cards, write the numerals 1, 2, and 3. Show pairs of children the cards, and have them match the number to the word.
- Developing: Invite children to then use each of the sequence words in a sentence.
- Expanding: Have children use words to describe the sequence of actions involved in how they put on a jacket or coat. They should hold up fingers to show what they do first (1 finger), next (2 fingers), and finally (3 fingers). Children may act out each part of the process after they hold up the correct number of fingers and say the sentence with the correct sequence word.
- Bridging: Have children work independently to use the words first, next, and finally to describe something that occurs in a sequence. Invite children to present their sequence to the class or a partner.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing sequence.

- Special Needs: Label three cards first, next, and finally. Explain that these words tell the order, or sequence, that things happen. Tell children that you will ask one to stand up at a time. Use the pattern: "[Name], stand up first." That child should stand up first, take the "first" card, and remain standing. Repeat with other children for the "next" and "finally" cards. Then ask: Who stood up first? (That child should say that he or she stood up first.) Repeat for the second and third child.
- Below Level: Label three cards first, next, and finally. Hand each of three children one card. Then have them think of a three-step process, or you may suggest one. Have children suggest the steps in the process, with the child holding the "first" card saying the first step, and the other two saying the second and third steps in the process.
- Advanced: Have children work in pairs to think of a three-step process they would like to illustrate. Have children draw three pictures showing the process, labeling the pictures properly as "first," "next," and "finally."

Primary Source: Photograph: Angel Island

Support for English Language Learners:

- Writing:** Have children find a photograph at home that they like or value, and bring it to class to use to further explore primary sources.
- Entering:** Remind children that photographs can be primary sources, too. Have them say or write one detail about their photograph.
- Emerging:** Have children work in small groups to show and describe the photo they brought in. Children should communicate why what is shown in the photograph is important to them and their family and why they might want to pack it in their suitcase.
- Developing:** Have children describe the photograph in writing using labels or a few words.
- Expanding:** Have children work in pairs to describe their photographs, telling what each shows and why it is important to them. Children should then write one or two sentences describing the importance of the photo.
- Bridging:** Have children write a short paragraph explaining why their photograph is important enough to take with them to another country. Children should address why it is personally (even historically) significant.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing and defining primary sources.

- Special Needs:** Review with children why a photograph might be a primary source of information about a specific time and place. Encourage children to brainstorm a personal or family object they would take with them to a new country. Have children explain why this object is important to them or their family history.
- Below Level:** Encourage children to identify something in their family life they want to photograph so they remember it years later. It should be something they would bring with them to a new country. Encourage children to discuss what importance the object or person in the photo has for them and their family.
- Advanced:** Have children work in pairs to use magazines or images they find on the Internet to create a collage of culturally important objects that they, as American children in an American family, would want to bring with them if they went to live in another country. Partners can present their work to the class and explain why they chose each item and what cultural significance it has.

Citizenship: James Oglethorpe: Founder of Savannah

Support for English Language Learners:

- Writing:** Write the vocabulary words from the chapter on the board so children have the words available when completing the following activities.
- Entering:** As you say each vocabulary word, work with children to offer words or gestures to explain the meaning of the word.
- Emerging:** Say aloud each vocabulary word, and have children use each in a phrase. If there are some words they have difficulty with, define the word for them and use it in a phrase related to the topic of this chapter. Then have them again use the word in an original phrase.
- Developing:** Have children work in pairs to test each other on comprehension of the vocabulary words.
- Expanding:** Assign or have children choose five vocabulary words. Have children write short sentences using their vocabulary words, leaving a space for a word blank. Have children exchange sentences and complete them with the correct vocabulary words.
- Bridging:** Have children work with a partner to use all of the vocabulary words in a complete paragraph.

Unit Specific Interdisciplinary Connections / Materials:

Curriculum Connections: Geography

Remind children that the United States is a land of immigrants from countries across the globe. Tell children that during different times in our nation's history, immigrants from different countries tended to settle in specific parts of the country. For example, Chinese immigrants settled in the West, Italian immigrants in the Northeast, Swedish immigrants in the Midwest.

Curriculum Connections: Science

Discuss with children the role that health science plays in how a child grows up.

- Remind children that eating healthful foods helps children grow well and be able to learn and do new things as they get older.
- Explain that scientists have learned that getting enough sleep is important for a child to grow well. Getting enough sleep is also important for your brain and helps you learn.
- Today doctors know a lot more about keeping children healthy than they did in the past. Exercising and knowing how to stay healthy is important to your well-being as you grow.

Beyond the Classroom

Invite a child's grandparent or great-grandparent to visit the class and give a short talk about what life was like when he or she was young. Encourage children to prepare some questions in advance and then to ask spontaneous questions about family life in the past.

Additional Resources

Printed

Suggested Reading

- Honoring Our Ancestors by Harriet Rohmer
- In Our Mothers' House by Patricia Polacco
- Their Great Gift by John Coy
- Watch the Stars Come Out by Riki Levinson
- Where Did Your Family Come From? by Melvin Berger

Unit #2
People, Places, and Nature

The Big Question
What is the world like?

Stage 1-
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Enduring Understandings:

- Maps and globes can be used to locate places and geographic features.
- Earth is made up of different physical features such as landforms and bodies of water.
- People may move from place to place for a better life, for a job, to be safe, or other such reasons.
- Urban, suburban, and rural areas are living environments, each with its own set of characteristics.

Students will know...

- how to use maps to locate places.
- how to identify different types of land and water.
- how and why people have moved to the United States from other parts of the world.

- ways that people change the land in their community.

Learning Objectives:

Lesson 1: Use Maps to Locate Places

- Demonstrate map skills by using absolute and relative locations.
- Locate on a simple letter-number grid system local locations and geographic features.
- Interpret map information by using a compass rose and map legend.
- Create simple maps, with or without a grid.
- Understand the following key terms: relative location, absolute location, town, legend, city, compass rose, symbol

Lesson 2: Earth's Land and Water

- Describe Earth's various types of landforms.
- Explain the differences among Earth's various water bodies.
- Label from memory a simple map of the North American continent.
- Describe the shape of Earth as a globe with continents and oceans.
- Understand the following key terms: landform, ocean, continent, globe, model

Lesson 3: Where People Live

- Explain the reasons people migrate.
- Analyze how a harbor benefits the people who live nearby.
- Identify the different forms of transportation that people use to move from one place to another.
- Discuss and compare the different kinds of evidence that show when, why, and how people moved from one place to another.
- Understand the following key terms: migrate, harbor, evidence

Lesson 4: Our Communities

- Identify and explain the elements of our environment.
- Describe the characteristics of cities, suburbs, rural areas, and life in each environment.
- Explain how and why people change the land in their community.
- Compare and contrast basic land use in urban, suburban, and rural environments in our country.
- Understand the following key terms: environment, urban, suburb, rural, resource

Instructional Mandates from the New Jersey Department of Education

Topics addressing the Amistad Commission Mandate...

- Include in the discussion of African American citizens that have contributed to the field of Geography such as Matthew Henson.

Topics addressing the Holocaust Commission mandate...

Topics addressing the Diversity, Equity, and Inclusion Mandate...

Addressing the Asian American and Pacific Islander Mandate...

Common Misconceptions:

Absolute Change- Make sure that children understand that the absolute location of an object, such as a building, is set and true only as long as that building is left standing in that spot. Sometimes, buildings are torn down and a new one takes its place. For example, the town library may be in one place for many years. Then it is shut down and a new library building is built somewhere else. Offices may move into the old library building. For this reason, old maps may not be completely reliable. Even things with an absolute location may change where they are as time passes.

Earth Changes- Make sure that children understand that the landforms and other features on Earth change over long periods of time. Explain that the mountains we see today were not always there, but were pushed up from the earth over many millions of years. Most people don't see these landform changes because they take place over such long periods of time. Some people, though, may see rapid changes, such as changes brought about by a volcanic eruption. Children need not understand the

science of plate tectonics but should be aware that the landforms we have today were not necessarily there long ago and will likely not be there in the distant future. Earth is dynamic and always changing.

Evidence - Television and movies may give children the idea that evidence pertains only to crimes and the legal system. Make sure that children understand that evidence can be anything that substantiates or supports an idea: a fact, oral or written information, or an object that reveals something true about something or someone. Evidence can be an object that belongs to a family. It can be your homework paper that bears the tooth marks of your dog (My dog ate my homework!), or any other verifiable support for an event or an allegation.

Rural Idylls- Some children (as well as adults) may view rural life as idyllic—a place of peace, quiet, and undisturbed nature. It is true that living in the country can be wonderful. There is lots of open space, with natural areas, birds, and wildlife. Often, children can wander freely and really enjoy playing in the open air. However, explain to children that rural areas are not perfect. Living way out in the country may make it hard to get to cultural centers, stores, and other services, such as hospitals. Some rural areas also have factories or mines where people work. Rural workers may earn a living cutting down trees, which may harm forests. Some rural communities have farms that use agricultural chemicals to grow crops, and these may pose health hazards to people and wildlife. However, there are both positive and negative parts to urban and suburban environments as well. There is no perfect place on Earth, but every place has its enjoyable features. People may hold differing opinions about their own ideal environments to reside or visit.

Stage 2- Evidence of Learning

Formative Activities, Tasks, or Projects:

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

Stage 3- Learning Plan

Learning Plan

Connect:

Field Trip Video

Chapter JumpStart Activity

Rap About It

Big Question Interactivity

Chapter Overview

Quest Project-Based Learning: Help the Geographer!

Investigate:

Lesson Introductions (1 for each lesson)

Lesson 1: Use Maps to Locate Places

Lesson 2: Earth's Land and Water

Lesson 3: Where People Live

Lesson 4: Our Communities

Literacy Skills: Summarize

Critical Thinking Skills: Using Maps Scale to Ask and Answer Questions

Primary Source: Morris Schneider on Traveling to America

Citizenship: George Washington Carver: Creator of New Products

Synthesize
Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate
Lesson Quiz
Chapter Vocabulary Games
Quest Findings: Give a Talk
TikaTok

Unit Specific Accommodations and Modifications:

Support for English Language Learners:

- Speaking: Guide children to practice applying the words geographer and environment to effectively convey ideas.
- Entering: Ask children to point to the pictures of the geographer and the environment in their Worktext. Say definitions of the terms as children point.
- Emerging: Point out the key words geographer and environment in Gina's speech bubble. Provide definitions for each word. Have children turn to a partner and retell what Gina does, using the key words.
- Developing: Point out the words geographer and environment in Gina's speech bubble. Have children work in pairs to look up and record definitions for each word.
- Expanding: Instruct children to use the key words geographer and environment in a complete sentence, retelling how Gina describes her job.
- Bridging: Have children look up the academic words geographer and environment and use each in a detailed sentence. Instruct children to underline words in Gina's word bubble that are clues about the meanings of the words geographer and environment.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when describing your state.

- Special Needs: Show the children pictures of different activities: skiing, surfing, biking, hiking, horseback riding, etc. Ask them to name the activities shown.
- Below Level: Show children the pictures of different activities: skiing, surfing, biking, hiking, horseback riding, etc. Ask them to name the activities and where they would do those activities.
- Advanced: Instruct children to pick their favorite outdoor activity and write an explanatory paragraph describing the activity and where they go to do it.

Use Maps to Locate Places:

Support for English Language Learners:

- Speaking: Guide children to practice identifying relative locations.
- Entering: Ask children to draw a picture showing a book on a desk. Have them use words or gestures to tell the locational relationship of the two objects. Explain that this is giving the relative location.
- Emerging: Write these prepositions and prepositional phrases on the board: on top of, under, next to. Demonstrate the prepositional phrases by placing two objects together in an illustrative way and describing their locational relationship.
- Developing: Give children two classroom objects. Have them work with a partner to show different locational relationships.
- Expanding: Demonstrate a chain of locational relationships. Begin by describing the locational relationship of two objects. Then, add the relationship of the latter object to a new object, and so on. Direct pairs of children to describe their own chain of locational relationships with classroom objects. Once one partner describes the relationship between two objects, they each take turns adding another object using prepositions and prepositional phrases.

Bridging: Have children independently write their own chains of locational relationships with three classroom objects. Guide them to write complete sentences with two dependent clauses, e.g., “The pencil is next to the book, which is on the desk, which is in front of the chair.”

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing relative and absolute location.

Special Needs: Place toy figures, game pieces, or pictures of houses and buildings on a prepared labeled grid that includes street and building names of your school neighborhood. Ask children to say where their school is in relation to other landmarks. Prepare card labels of relative terms and ask them to use them during the exercise. Then write the street address, the absolute location, of the school on the board.

Below Level: Encourage children to tell about known landmarks near your school using terms to describe relative location. Then have each child describe where his or her house is in relationship to one known landmark using the sentence frame: My house is _____ the [landmark]. Some children may want to draw their home’s location in relation to the landmark they wrote about.

Advanced: Have children work in pairs to gradually expand the relationship of their house to an increasing landscape—to local landmarks, then to city sites, to state sites, and to national sites using relative or absolute locations and cardinal directions. They can accompany their writing with a map that includes a legend.

Earth’s Land and Water:

Support for English Language Learners:

Speaking: Guide children to examine and explore globes.

Entering: Have children closely view a globe and point to each ocean and continent, saying the words ocean and continent respectively.

Emerging: Ask children to look at a globe. Encourage them to express ideas they have about the ocean based on what they see on the map, especially size, extent, and living resources. Encourage them to think about how the ocean might affect coastal countries.

Developing: Ask children to work in pairs and study a globe. Encourage them to find other bodies of water on the globe such as lakes, large rivers, and seas. Children can share their findings with the class.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing landforms.

Special Needs: Review with children the meaning of the word landform, and analyze it as a compound word. Have them define land and form and then define landform in their own words. Show them pictures of landforms and have them identify their names and characteristics. Invite them to tell about a landform near their home.

Below Level: On the board, write the names of a few different landforms children read about, such as mountain, hill, and valley. Have children draw a picture of the three together. Their pictures should show the identifying characteristics of each (tall mountain, short hill, low valley). Invite volunteers to show and describe their pictures.

Advanced: Have children work with a partner to research how landforms can change over time, especially through erosion and earthquakes. Invite volunteers to tell the class what they learned.

Where People Live:

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing how people move.

Special Needs: Have pairs of children work together to draw pictures of forms of transit. Pictures may show methods of transit of long ago or today. Children work together to write a sentence-long caption describing their picture.

Below Level: Have children act out, as in charades, the different ways people move today. They may enact how individuals move on their own (walking, running, biking), locally with others (getting on a bus), and long-distance (air travel). Have children guess which forms of transit their classmates perform. Direct children to complete the sentence frame: [Name] is showing that people move short/long distances by _____.

Advanced: Have children work in pairs to create a timeline of the methods of transport people used to move, from ancient times until today. Their timelines do not need to have dates but should, as much as possible, be in chronological order of the development of transportation technology. Children may use illustrations and labels on their timelines,

Our Communities and Resources:

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing suburban environments.

Special Needs: Using picture cards for support, ask children to name different modes of transit between suburb and city. Place one coin each on ten pictures of cars to represent ten cars on the road. Arrange coins to carpool, two to a car. Lastly, place all ten coins on a picture of a bus or commuter train to show how public transit greatly reduces the number of vehicles on the road.

Below Level: Instruct children to suggest the different modes of transit between suburb and city in large cities. Encourage them to discuss the problems associated with commuting by car, such as traffic jams and long commutes. Invite them to suggest alternative ways people who live in the suburbs might get to work.

Advanced: Have children work in pairs to research the problems that have arisen from sprawling suburbs, such as traffic jams, long commutes, and car dependence. Ask them to create a picture collage that illustrates the traffic problems that arise from an increasing suburban population.

Critical Thinking Skills: Using Map Scale to Ask and Answer Questions

Support for English Language Learners:

Writing: Have children review and practice using map elements.

Entering: Display a map. As you say each part of the map, ask volunteers to point to the symbol or element on the map.

Emerging: Write the words Compass Rose, Legend, and Scale on the board. Tell children that a compass rose shows which way north is on a map. A map legend tells you what the symbols on the map mean. The scale measures distances.

Developing: Direct the children to the map of New York. Have them point to the compass rose and the directions north, south, east, and west; the star in the legend; and the scale. Ask them how many miles are represented by the length of the scale.

Expanding: Have children write the words Compass Rose, Legend, and Scale on a piece of paper. Instruct them to record the definitions of the words as you read them.

Bridging: Have children write the words Compass Rose, Legend, and Scale. For each item, instruct children to compose a sentence which

Differentiated Instruction:

Use the following activities to differentiate instruction for children while discussing maps.

Special Needs: Provide children with a map of the state. Show them a variety of cards displaying different questions, such as, "How long is the border between our state and a neighboring state?" "Which state is north of our state?" "How tall are the tallest mountains in our state?" Ask children to choose which questions could be answered by using the map scale.

Below Level: Provide children with a map of the state and a ruler. Show them three cards bearing questions that could be answered by using the map scale. Have children work in pairs to measure and record approximate distances to answer the questions.

Advanced: Provide children with a map of the state, a ruler, and four cards. Have them work in pairs to write four questions of their own on the cards. Ask them to measure approximate distances and record their answers below their questions.

Primary Source: Morris Schneider on Traveling to America

Support for English Language Learners:

Speaking: Guide children to learn about immigration experiences.

Entering: Ask children to draw a large ship on water. Label one deck as Poland and another as New York. Encourage children to sail, or walk, their ship to New York.

- Emerging: Have children draw pictures to show the steps in the Schneiders' journey. Encourage them to use sequence words, such as first, next, finally, to tell about the Schneiders' experience.
- Developing: Share a large political map of the world. Have children locate Poland and New York on the map. Have them explain the Schneiders' journey, including the ocean they crossed.
- Expanding: Ask children to work with a partner to give an oral presentation. They should discuss the route the Schneider family took and include visuals.
- Bridging: Ask children to give an oral presentation to tell how the Schneiders' immigration experience may be different if it was taken today. Encourage them to include reasons why different modes of travel may be used and why travel times may be shorter.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when reading about Schneider's experience.

Special Needs: Write a list of possible emotions on the board (e.g.: happy, scared, sad, afraid, excited, angry.) As you read the words, ask children to raise their hands if they think Schneider might have felt that way about his move to New York.

Below Level: Ask children to write a list of emotions describing how they think Schneider might have felt about his move to New York.

Advanced: Ask children to write two or three sentences explaining how Schneider might have felt about his move to New York.

If necessary, use sentence scaffolds: I think Schneider felt _____ about his trip because _____.

Literacy Skills: Summarize

Support for English Language Learners:

- Reading: Children will look for and practice finding word clues.
- Entering: Review what a paragraph is. Remind students that a paragraph includes a topic sentence and details.
- Emerging: Point to the paragraph about strawberries. Explain that the underlined sentence is the main idea of the paragraph and that the highlighted words are the details. Ask: What is the main idea of the paragraph?
- Developing: Ask students to share what they know about a paragraph. Point out and read aloud the paragraph about strawberries. Ask them to identify the main idea, or what the paragraph is about. Then encourage the children to identify the details that support the main idea.
- Expanding: Divide the students into partners. Have them take turns reading the paragraph about strawberries to each other. Encourage them to take turns asking, "What is the main idea of the paragraph? What are the important details? Have them record their answers.
- Bridging: Ask children to read the paragraph on strawberries. Then have them add one more detail that supports the main idea. Example: Strawberries taste good on ice cream.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing summarizing a text.

Special Needs: Tell students a summary includes the main idea and supporting details. Read the paragraph aloud and ask them what they think is the main idea. If they need prompting, reread the first sentence of the paragraph and ask again. Then ask them to identify supporting details by inviting them to draw pictures of delicious foods made out of strawberries or point to pictures of food that have strawberries as an ingredient.

Below Level: Reread the paragraph aloud and ask students what they think is the main idea. If they need more support, designate a student to reread the first sentence of the paragraph and ask what words provide clues about the main idea. Ask students to look back in the paragraph to offer details to support the main idea. Then instruct them to create a list of foods that can be made out of strawberries.

Advanced: Provide the children with a new paragraph related to other produce available on a rural farm. Ask them to summarize it using a topic sentence and details

Citizenship: George Washington Carver: Creator of New Products:

Support for English Language Learners:

- Writing: Before children begin completing the assessment pages, have them work together to review the chapter.

- Entering: Have children work in pairs to pick one image from each lesson and describe to each other what is happening in the image.
- Emerging: Ask children to pick one image from each lesson. Ask them to describe the ideas of the lesson based on their understanding.
- Developing: Have children work in pairs to pick one image from each lesson. Instruct them to write down what is happening in the image in short words or phrases. Ask them to describe the ideas of the lesson in detail based on their understanding.
- Expanding: Have children work independently to choose one picture from each lesson and write a sentence describing what is happening in the image. Ask them to describe the ideas of the lesson using key details based on their understanding.
- Bridging: Have children work independently to choose one picture from each lesson. Ask them to write a summary of the lesson.

Unit Specific Interdisciplinary Connections / Materials:

Curriculum Connections: Solar Science

Discuss with children that the sun always rises in the east and always sets in the west. Explain that hikers, explorers, and others, who need to determine the direction in which to head, might use the position of the sun. For example, if they want to walk east in the morning, they would walk toward the sun, but if they want to go west, they would walk away from the sun. It may be helpful to demonstrate the relationship between the sun and Earth's rotation with a flashlight and globe. Point out the North and South Poles. Demonstrate how east is the direction of the sunrise and west is the direction of the sunset.

Curriculum Connection: Geography

Discuss with children the general fact that many cities are built near the ocean or waterways. Explain that waterways permit the construction of a harbor, which employs many people and attracts people to the city to live. Remind children that some important cities, such as Los Angeles and Miami, were built near the ocean. Harbors create many jobs for people living in these cities. Several big cities, such as St. Louis, were built along the Mississippi River, which provided shipping routes and created jobs in cities all along its banks. Other great cities grew around the Great Lakes, which also provided shipping and job creation. Chicago, for example, is a big city located on Lake Michigan.

Beyond the Classroom:

If there is an interesting natural landform or water body near your school, plan a field trip to visit it. Children may enjoy seeing some of the nation's most spectacular landscapes in photos and videos through the National Park Service site

<https://www.nps.gov/index.htm>

Additional Resources

Suggested Reading

- Make Way for Ducklings by Robert McCloskey
- The Long Way to a New Land by Joan Sandin
- How I Learned Geography by Uri Shulevitz

Unit #3
Communities Build a Nation

The Big Question
How does our past affect our present?

Stage 1-
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Enduring Understandings:

- Rules and laws help people and society.
- People's rights come with responsibilities.
- The United States has three branches of government that make and review laws.
- There are many different types of government in the world.
- The U.S. Constitution and the Bill of Rights are the foundation of American civil society.
- Governments cooperate in different ways to solve problems.

Students will know...

- why rules and laws are important to follow at home and in school

- how their government works
- why countries need government and what America's government is about.
- how our government works with other governments to solve problems.

Learning Objectives:

Lesson 1: Citizens Follow Rules and Laws

- Define a rule and explain why rules are important.
- Describe important rules to follow at home and in school.
- Identify some of the rights we have and explain why we need them.
- Discuss what consequences are in relation to laws and how courts are used to determine if a law has been broken.
- Understand the following key terms: right, law, court, consequence

Lesson 2: Our Government

- Define a government and describe how the Constitution has set up the U.S. government.
- Explain the roles and responsibilities of the president and Congress in the federal government.
- Identify the characteristics of the Supreme Court and its role in our government and civil life.
- Understand the following key terms: government, constitution, Congress, vote, represent, tax, Supreme Court, interpret

Lesson 3: Governments Around the World

- Explain the ways governments help their citizens.
- Compare and contrast different forms of government, such as democracies, monarchies, and autocracies.
- Describe America's colonial history and how the colonists fought for their freedom from British rule.
- Summarize the creation and content of the U.S Constitution and the Bill of Rights.
- Understand the following key terms: independence, colony, freedom, document

Lesson 4: Governments Work Together

- Explain how trade and cultural exchanges help governments cooperate.
- Summarize the history, purpose, and function of the United Nations.
- Describe the role of diplomacy and treaties in between nations.
- Identify the reasons military force is sometimes used in international conflict.
- Understand the following key terms: trade, peace, conflict

Instructional Mandates from the New Jersey Department of Education

Topics addressing the Amistad Commission Mandate...

Topics addressing the Holocaust Commission mandate...

Topics addressing the Diversity, Equity, and Inclusion Mandate...

- "Be Who You Are", From Welcoming Schools: A Project of the Human Rights Campaign Foundation, https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Be_Who_You_Are_Todd_Parr.pdf.
- *Be Who You Are* by Todd Parr reminds kids that their unique traits are what make them so special. After reading, students will create a detailed drawing of themselves. This book and activity can provide an opportunity to discuss unique identities and gender expression with students. [K - 2]
- "Words that hurt and words that heal", From Welcoming Schools: A Project of the Human Rights Campaign Foundation, https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Words_That_Hurt_Words_That_Heal.pdf. Using the book, *One*, talk with students about bullying and standing up for each other. (Other books can be used with this lesson as well.) This lesson is featured in the HRC Welcoming Schools film, *What Can You Do? Bias, Bullying, & Bystanders*. [K – 4]

Addressing the Asian American and Pacific Islander Mandate...

Common Misconceptions:

Getting Caught- Some children may think that it is okay to break a law or rule—and that there are no consequences for doing so—as long as they are not caught. Make sure that children understand that breaking a law or rule has consequences even if the law- or rule-breaker is not caught. Give examples, such as a handball in soccer or cheating at other sports or games. Even if the person is not caught cheating or breaking the rules, his or her actions may affect the outcome of the game, which affects other people. Cheating also insults the cheater and the game itself, showing that the only way he or she can win is if they cheat—not with his or her talent. If you lie at home, someone may act on your lie and bad things may happen. Make sure that children understand that people suffer negative consequences whether or not a rule-breaker gets caught. Encourage children to discuss other examples of negative consequences to themselves or others.

Free Speech- Make sure that children understand that the right of free speech is not limited to speaking aloud or speech-making. From the start, free speech was intended to protect a free press, which could criticize the government without fear of punishment. Free speech, today, also includes what people say on the radio, what they say or show on television and in the movies, and, to some extent, what is posted on the Internet.

Stage 2- Evidence of Learning

Formative Activities, Tasks, or Projects:

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

Stage 3- Learning Plan

Learning Plan

Connect:

Field Trip Video

Chapter JumpStart Activity

Rap About It

Big Question Interactivity

Chapter Overview

Quest Project-Based Learning: Help a School Leader

Investigate:

Lesson Introductions (1 for each lesson)

Lesson 1: Citizens Follow Rules and Laws

Lesson 2: Our Government

Lesson 3: Governments Around the World

Lesson 4: Governments Work Together

Literacy Skills: Cause and Effect

Critical Thinking Skills: Solve a Problem

Primary Source: Photography: Panama Canal Treaty Signing

Citizenship: Eleanor Roosevelt: Supporter of Human Rights

Synthesize

Lesson Check (1 for each lesson)

Lesson Review Interactivity (1 for each lesson)

Chapter Assessment

Chapter Test

Demonstrate

Lesson Quiz

Chapter Vocabulary Games

Quest Findings: Write a Skit

TikaTok

Unit Specific Accommodations and Modifications:

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing rules.

Special Needs: Make sure that children understand the meaning of the word rule as it is used in this context. Have children name some classroom rules. List their ideas on the board. Then have each child choose one rule to illustrate on drawing paper. Have children display their drawing and tell how it illustrates a classroom rule.

Below Level: Review the Venn diagrams that children completed earlier. Discuss why the rules in a family and the rules in school would be different. Ask children to describe what all the rules have in common—they all help keep things safe, fair, and in order. Have children work in pairs to choose a rule and write a complete sentence about why it is important in a family or in school.

Advanced: Have children work in pairs to brainstorm one or two new rules they think the school or classroom should have. Have them write the rule in a sentence and then list the reasons they think it is a good rule that would improve the school or classroom. Each pair presents their new rule to the class and explains why it should be a rule.

Citizens Follow Rules and Laws

Support for English Language Learners:

Writing: Children will explore rules and write about their purpose. **Entering:** Review the purpose of a rule. Demonstrate how to follow a rule, such as raising your hand to speak or picking up toys and books. **Emerging:** Ask children to talk about rules they follow at home. Have them work with a partner to type a list of rules.

Developing: Have children work in pairs to think of a school rule that they think is important. Children collaborate with peers on jointly writing a sentence telling what the rule is and why it is important. They may use the following sentence frame to express their ideas: It is important to _____ because _____. Have partners type their sentences and share them with other pairs.

Expanding: Have children work in pairs to think of a sport they either both play or enjoy watching. Have partners collaborate to jointly write a list of the sport's rules. Have children choose one rule and write a sentence telling why it helps keep the game fair. Have them also write a sentence about how not following this rule would make the game unfair. Partners may use technology, such as a word-processing program on a computer, to write their sentences.

Bridging: Have pairs of children consider if there are rules in school that they think are not very fair. Children collaborate on typing a short paragraph that identifies the rule, explains why it is unfair, and tells how they would change it or why they would eliminate it.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing rules, laws, and rights.

Special Needs: Make sure that children understand the different meanings of the words right (correct/direction/freedom) and rule (accepted behavior/to govern). Write each word on the board, and beneath, write the different meanings. Use the meaning relevant to this lesson in a sentence for each word. Invite children to explain why or how rules make things fairer for everyone.

Below Level: Have children describe rules that keep things fair for everyone and protect everybody's rights. Write them on the board. Then encourage children to discuss each rule and tell the ways it protects everybody's rights and makes life fair for people.

Advanced: Explain to children that, in practice, “ignorance of the law is no excuse” for having broken it. Encourage partners to discuss whether or not they think this principle is fair or unfair. Encourage them to think of an argument for or against this principle, especially in terms of a specific law they know about that someone might break without realizing it. Have partners present their argument to the class, while children ask questions. You may want to discuss if it is “fair” that this principle applies to all laws and no law is exempt.

Our Government

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing representation.

Make sure that children understand the concept of representation: one person acts on behalf of others.

Special Needs: Divide children in pairs. One child acts as representative; the other child acts as voter. Have children acting as voters tell their representatives which outdoor game or activity they would like to do as a class. Ask each representative to share aloud their voter’s choice.

Below Level: Have children suggest a few lunch menu choices. Direct the class in a vote for their favorite meal. Tell children that they could elect and vote for one classmate. Explain that a class representative would represent the class by speaking to the people in the cafeteria kitchen and requesting the chosen meal.

Advanced: Divide children into small groups with one representative chosen in each. Have representatives tally “yes” and “no” votes while the rest of the group members vote for or against a “bill” to add a classroom rule. Ask each representative to share their group’s majority opinion. Record what the class consensus is based on the opinion shared by the majority of the representatives.

Governments Around the World

Support for English Language Learners:

Speaking: Read aloud the portion of the text about the Declaration of Independence while children actively listen and follow along. Write the words independence, independent, and depend on the board. Emphasize the relationships among these words and their definitions.

Entering: Ask children to point to the word as you say it and its meaning.

Emerging: Divide children into small groups. Ask basic questions, for example, What did the colonists want? Were the colonies independent? Provide language support for children’s responses using sentence frames such as: The colonists wanted _____. The colonies had to _____ on English rule.

Developing: Divide children into small groups. Ask detailed questions, for example, Why did the colonists want independence? Provide language support for children’s responses using sentence frames such as: The colonists wanted _____ so that they did not have to _____ on the English government. The colonists declared _____ and became an _____ country.

Expanding: Divide children into pairs. Have partners take turns asking and answering detailed questions. Encourage them to use the words on the board in their questions and answers. Provide minimal prompting and support as you circulate among pairs of children.

Bridging: Ask children to work independently to ask and answer questions about the Declaration of Independence. Ask them to share their questions with the class. As a class, answer the questions together.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing the Bill of Rights.

To aid children in accessing understanding, use picture cards with illustrations of six rights detailed in the lesson: the rights to free speech, writing (press), religion, assembly, vote (petition), fair trial.

Special Needs: Guide children through a matching game. Have them match picture cards with text cards that briefly describe the rights in simple terms. Have children work together in pairs or small groups, and then discuss their pairings as a group.

Below Level: Have children work in pairs to write a sentence describing the right illustrated by each picture card. They may refer to their Worktexts as a guide.

Advanced: Have children choose one right and think of a specific scenario in which they may exercise that right. Ask children to write a sentence describing the scenario and how they would practice their freedom. Have children then draw self-portraits of themselves exercising the rights they wrote about.

Governments Work Together

Support for English Language Learners:

Speaking and Listening: Provide additional support for children to select appropriate language resources as they discuss treaties. Write the word treaty on the board and review its meaning with children. Show maps and images of country borders, trade, and military. Before children engage in a shared discussion, help them build a word wall of key words they can use to share ideas about reasons nations may sign treaties.

Entering: Review the meaning of the word treaty. Ask children to talk about or gesture how they might show they agree with someone. Encourage them to high five or give a thumbs up.

Emerging: As you point to each image, help children identify reasons for treaty agreements, and add key words to the word wall. Remind them to use the words as they talk with a partner or small group.

Developing: Ask children to work in pairs to point to images and identify reasons for treaties. Provide support as needed. Then add key words to the word wall. Remind them to listen when their partner is speaking.

Expanding: Have volunteers point to each image and identify reasons for treaties. Provide support as needed. Then add key words to the word wall. Remind them to use the words as they share ideas in complete sentences with their partner or small group.

Bridging: Have volunteers point to each image and identify reasons for treaties. Challenge them to give an additional detail or imagined scenario that explains the causes and effects of treaties. Then add children's suggestions to the word wall. Remind them to use the words as they share ideas in detailed, complete sentences with their partner or small group.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing the United Nations.

Special Needs: Review with children the role and functions of the United Nations. Provide children with art paper and have them draw a picture of one way people working for the United Nations can help make life better for the people of the world. Encourage children to label their drawings, then share them with the group.

Below Level: Review some of the many functions of the United Nations, and show pictures of UN workers helping people in different ways in different places. Have children access images from the United Nations Web site to find out about UN global aid programs. Children may print out images of UN workers helping others and then make a collage or poster, with labels, to display.

Advanced: Tell children that part of the United Nations is the United Nations Children's Fund, or UNICEF, which helps children around the world in many ways. Guide children through the UNICEF Web site to discover a few different ways UNICEF works to improve the lives of children around the globe. Have pairs of children choose one specific area of focus and write an explanatory paragraph about how this single effort benefits children.

Literacy Skills: Cause and Effect

Support for English Language Learners:

Speaking: Provide children with additional support for phrasing combined cause-effect clauses. Create and provide children with cards with independent clauses of causes or effects and cards with connecting words, such as so or because.

Entering: Show children the cause and effect cards only. Ask them to raise an open hand when they see the cause and to raise a fist when they see the effect.

Emerging: Show children how to use three cards to combine causes and effects with connecting words, as in: I was tired, so I fell asleep, or I fell asleep because I was tired. Have them say aloud the compound sentences they create.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing cause and effect.

- Special Needs:** Create and provide children with cards containing images that, when paired, show cause and effect. Present the set of cards to the children, and have them match the cause card with the effect card. Since effects often may have several causes, use cards that have only one correct answer option. Encourage children to describe the cause and effect in a sentence.
- Below Level:** Emphasize that an effect always has a cause. Bring in pictures of effects and have children suggest what might have caused each. Then have them think of one cause-and-effect relationship and share it with other children.
- Advanced:** Have children work in pairs. One thinks of a cause while the other guesses the effect, or one states an effect and the other guesses the cause. Note that in either case the cause or effect may not be what the first child had in mind. Point out to children that sometimes causes can have different effects and vice versa. Have children independently write three sentences describing three different cause-effect relationships.

Critical Thinking Skills: Solve a Problem

Support for English Language Learners:

- Speaking:** Provide children with additional support for reading and applying the problem-solving steps. Have children imagine that they lost a ball at a park. Review the six steps in the text.
- Entering:** Ask children to identify the problem in the ball scenario. Guide children through each step, asking yes-no and wh-questions.
- Emerging:** As you read through the steps, ask children to express ideas for solutions and the possible consequences of each. Children plan and deliver very brief oral presentations using the following sentence frames: I would try to _____. As a consequence, it might _____.
- Developing:** Have children work in small groups to discuss each step. Children plan and deliver brief oral presentations to inform the class of two alternative solutions and the possible consequences of each.
- Expanding:** Have children work in pairs to discuss each step. Partners choose two solutions and present their ideas on each step to the class.
- Bridging:** Have children work in pairs. They should create a new problem and list the best solution and any consequences.

Differentiated Instruction:

Tell children that though they made signs about not littering, they have since discovered that there are no trash cans near the pond. Providing permanent trash cans near the pond would be a good, long-term solution.

- Special Needs:** Have children look at the picture of the pond and draw in one or more trash cans where they think they are needed. Based on their drawing, have them complete the sentence frames: The problem is _____. I would solve the problem by _____. Each child may read aloud his or her sentences.
- Below Level:** Have children work in pairs to write two sentences about how the trash cans would help solve the problem.
- Advanced:** Explain that the pond is in a public park, and only the town council can provide the money and permission for trash cans. Children work independently to write a letter to the town council expressing their opinion, supported with reasons. They should explain the problem and then describe persuasively how installing permanent trash cans would go a long way toward solving this ongoing problem. Volunteers may share their letters with the class.

Primary Source: Panama Canal Treaty Signing

Support for English Language Learners:

- Writing:** Guide children to gain a deeper understanding of treaties.
- Entering:** Review with children what a treaty is. Read the text aloud to children. Tell them to think about how they would describe this photograph of the treaty signing.
- Emerging:** Have children tell about the text and photograph using the key word treaty in a sentence they say aloud.
- Developing:** Have children use the domain-specific words treaty and sign to explain the primary source photograph in the form of a caption.
- Expanding:** Have children work collaboratively in pairs to retell what this treaty signing was about. They should write a sentence-long caption that explains, and possibly adds to, the information in the photograph. Partners may share their captions with other pairs.

Bridging: Have pairs of children pretend they are news reporters. Children retell the text by writing two narrative sentences in the form of a news story, using the domain-specific words treaty and sign. They should also reference the photograph and describe what it shows. Partners may write a headline and add their names as its byline. Children may post their newspaper articles for others to read.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing photographic primary sources.

- Special Needs:** Remind children that a primary source photograph shows an actual event by someone who was there. Ask: What does this photograph show? (the signing of a treaty by world leaders) Encourage children to talk about why the signing of a treaty is an important event. Have them draw a picture of this event as if they were there when it happened. They may write a title for their picture.
- Below Level:** Have children identify and/or summarize aloud the details shown in the primary source photograph. Instruct them to reread the text to support this task. Then have children tell what main idea the photograph reveals. When finished, have children share their summaries and main ideas with others.
- Advanced:** Have children work in small groups to role-play what is happening in the photograph. After enacting the scene, children may say a few sentences aloud, in character, about how they feel about having signed this treaty and why it is important.

Unit Specific Interdisciplinary Connections / Materials:

Curriculum Connections: History

Discuss with children that the Constitution can be changed, and it has been changed from its earliest days. Changes are made to the Constitution as conditions and issues in the country change or as citizens develop desires for new protections. Changes to the Constitution are called amendments.

- Together, the first ten changes, or amendments, to the Constitution are called the Bill of Rights. Most of the original 13 states wanted to add a Bill of Rights to make sure their freedoms were secure.
- Another very important change was made to the Constitution in 1868, when the Fourteenth Amendment was passed. The Fourteenth Amendment guarantees that all citizens will be given “due process of law,” or that they will all be treated the same way as far as laws are concerned. Explain to children that this amendment was vital to the Civil Rights movement because it showed that the Constitution guarantees equal rights and equal treatment to all citizens

Beyond the Classroom:

Contact a member of your town council and arrange to have that person visit the class to talk about what the council does and why creating laws and regulations for the town is so important. If you know anyone who immigrated to the United States from a country that does not have a democratic form of government, invite that individual to visit the class to talk about what it is like living under a non-democratic form of government.

Additional Resources

Suggested Reading

- Our Government: The Three Branches by Shelly Buchanan
- House Mouse, Senate Mouse by Cheryl Shaw Barnes and Peter W. Barnes
- Liberty Lee’s Tail of Independence by Cheryl Shaw Barnes and Peter W. Barnes
- Marshall, the Courthouse Mouse: A Tail of the U.S. Supreme Court by Cheryl Shaw Barnes and Peter W. Barnes
- Woodrow, the White House Mouse by Cheryl Shaw Barnes and Peter W. Barnes

Unit #4
People Who Supply Our Goods and Services

The Big Question
How do people get what they need?

Stage 1-
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Enduring Understandings:

- People have to make choices about needs and wants because resources are limited.
- Food production and consumption is a process that often starts on the farm, and the methods have changed over time.
- Producers and consumers are connected through the selling and buying of goods and services.
- Producers face challenges which limit their resources.

Students will know...

- the difference between a need and a want
- farmers use the land to produce food.
- how producers and consumers work together

- how producers meet challenges

Learning Objectives:

Lesson 1: Needs, Wants, and Choices

- Identify needs and wants.
- Explain the difference between a need and a want.
- Understand basic economic concepts, such as money and trade.
- Recognize that scarcity requires people to make choices.
- Understand the following key terms: needs, wants, choice, scarce, barter, purchase

Lesson 2: Food Producers

- Identify producers in communities.
- Understand the role of farmers.
- Compare farmers today with farmers in the past.
- Understand how farmers use resources.
- Understand the following key terms: producers, harvest, natural

Lesson 3: Producing and Consuming Goods

- Identify the role of producers, distributors, and consumers providing and using goods and services.
- Understand how producers and consumers work together.
- Describe the process of getting goods from farm to market.
- Understand the following key terms: goods, consumers, services, process, distributors, markets, sequence

Lesson 4: Challenges Producers Face

- Understand how weather can challenge crop production.
- Identify how farmers learned to grow productive crops in new climates.
- Describe how farmers solve weather problems to grow productive crops.
- Understand the following key terms: weather, drought, climate, irrigation, source

Instructional Mandates from the New Jersey Department of Education

Topics addressing the Amistad Commission Mandate...

Topics addressing the Holocaust Commission mandate...

Topics addressing the Diversity, Equity, and Inclusion Mandate...

Addressing the Asian American and Pacific Islander Mandate...

Common Misconceptions:

Different Deliveries- Although children might think that fruits and vegetables are all delivered freshly picked to the supermarket, some fruit has been stored for many months beforehand. After some apples, pears, broccoli, lettuce, and carrots are picked, they are stored at low temperatures with low levels of oxygen (and high levels of carbon dioxide) for many months before they eventually find their way to the supermarket shelves.

**Stage 2-
Evidence of Learning**

Formative Activities, Tasks, or Projects:

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

Stage 3- Learning Plan

Learning Plan

Connect:

Field Trip Video

Chapter JumpStart Activity

Rap About It

Big Question Interactivity

Chapter Overview

Quest Writing Using Sources: Lend a Hand to Farmer Fran

Investigate:

Lesson Introductions (1 for each lesson)

Lesson 1: Needs, Wants, and Choices

Lesson 2: Food Producers

Lesson 3: Producing and Consuming Goods

Lesson 4: Challenges Producers Face

Literacy Skills: Identifying Main Ideas and Details

Critical Thinking Skills: Analyze Costs and Benefits

Primary Source: Photographs: Dairy Farm

Citizenship: Dolores Huerta: Champion for Farm Workers

Synthesize

Lesson Check (1 for each lesson)

Lesson Review Interactivity (1 for each lesson)

Chapter Assessment

Chapter Test

Demonstrate

Lesson Quiz

Chapter Vocabulary Games

Quest Findings: Write Your Ad

TikaTok

Unit Specific Accommodations and Modifications:

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing how they get what they need.

Special Needs: Have children draw pictures of the kinds of food they can buy in a supermarket. Invite children to share their pictures and name the food. Write the vocabulary on the board, and have children label their pictures.

Below Level: Have children draw pictures of the kinds of food they can buy in a supermarket. Help children write a sentence about each picture.

Advanced: Have children draw a scene of people buying food in a supermarket. Then invite them to write a short paragraph describing the kinds of foods being bought. Challenge them to include a sentence that tells the main idea and other sentences that give details to support it.

Needs, Wants, and Choices

Support for English Language Learners:

- Speaking:** Draw a chart on the board with the headings Need and Want. Use these headings to guide the activities.
- Entering:** As children brainstorm things people need and want, draw and label children's ideas on the board. Have children express their ideas by answering yes/no and wh- questions about needs and wants. Encourage children to respond to your questions with gestures, words, and learned phrases.
- Emerging:** Ask children to draw and label one need and one want from the lesson or one of their own ideas.
- Developing:** Have children make their own needs and wants chart. Ask children to share their charts with a partner.
- Expanding:** In pairs, have children exchange information about their needs and wants. Have children use learned phrases, or use the following sentence frames for them to refer to in their questions and answers: Is ____ a need or a want? Why do you need ____? I need ____ because ____.
- Bridging:** In pairs or groups, have children exchange information about needs and wants, using short sentences as well as open responses. Encourage them to add pertinent information to build on their responses. Then invite children to share their ideas as part of a whole-class discussion.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing making choices. You may wish to use the pictures children drew of wants and needs as part of the Chapter Opener.

- Special Needs:** Display a picture of a want and a need: for example, a warm coat and a new toy. Say: The coat is a need. The toy is a want. Which thing do you choose to buy? Encourage children to give a reason for their answer.
- Below Level:** Have children draw a picture of a need and a want. Have children write sentences about their pictures using the following sentence frames: ____ is a need and ____ is a want. I choose to buy ____ because ____.
- Advanced:** Have children draw a picture of a need and a want. Then ask children to write a short paragraph about which item they would choose to buy, and why. Invite volunteers to share their pictures and sentences with the class.

Food Producers

Support for English Language Learners:

- Reading:** Write the words resources and harvest on the board and have a discussion with children using the words, based on the lesson.
- Entering:** Read aloud the first paragraph in Planting and Harvesting. Ask: Which word tells what farmers need? (resource) Which word tells what workers do? (harvest) Ask variants of the question if children need to respond with gestures.
- Emerging:** Tell children to raise their hand each time they hear a different resource. Then read aloud the first paragraph in Planting and Harvesting.
- Developing:** Help children read aloud the first paragraph in Planting and Harvesting. Ask what natural and harvest mean.
- Expanding:** Help children read aloud the first paragraph in Planting and Harvesting. In pairs, have children ask and answer questions about the text with their partners, using the vocabulary words.
- Bridging:** Have children read aloud the Planting and Harvesting section. In pairs, have children retell the text to their partner using the vocabulary words. Have children ask questions about the text to produce increasingly detailed complete sentences.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing producers.

- Special Needs:** Point out that farmers are producers. Say: Farmers grow crops to sell. What products do they produce? (Possible answers: fruit, vegetables, meat, eggs) Bakers are also producers. What products do bakers produce? (Possible answers: bread, rolls, cakes, muffins)
- Below Level:** Explain that both farmers and bakers are producers. Ask: What products do farmers and bakers produce? In pairs, have children make a list. Then invite volunteers to write their items on the board.

Advanced: In pairs, have children think of three producers and make a list. Under each producer, have them list all the goods they can think of that the producer makes. Then invite children to share their lists with the class.

Producing and Consuming Goods

Support for English Language Learners:

- Speaking: Discuss with children the roles of producers and people who provide services. Then have children give oral presentations on the topic.
- Entering: Explain that a producer can provide a service. Say: I am a teacher. I provide a service to you. I help you learn.
- Emerging: Explain that a producer can provide a service. Using yes-no and wh- questions, help children brainstorm other service providers (doctor, nurse, coach, police, etc.) and use gestures, words, and simple phrases to present what they do.
- Developing: Remind children that a producer can provide a service. In pairs, have children brainstorm other service providers and discuss what they do. Have children choose a provider, then plan and deliver a brief oral presentation about what the person does.
- Expanding: Have children choose a service provider, then plan and deliver a longer oral presentation about the person. Encourage children to add a variety of details to describe how the person acts and what the person does.
- Bridging: Have children choose two service providers. Then plan and deliver an oral presentation that compares the two jobs.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing the flowchart.

- Special Needs: Give children picture cards which show: farmers harvesting apples, apples being packed in crates, crates being loaded on trucks, consumers buying apples. Ask children to put the pictures in the proper sequence. Have them tell you their reasoning for the order they chose.
- Below Level: Have children share the steps necessary to get apples from a farm to their home. Write one child's response on the board. As a class, number the steps and record them into a blank flowchart. Encourage children to name the steps in order.
- Advanced: Provide a blank flowchart to children, and ask them to record the steps in getting apples from a farm to their home. Have children illustrate each step in the boxes and add words to explain their pictures.

Challenges Producers Face

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing weather and climate.

- Special Needs: Ask children what the weather is like outside right now. Explain that climate is the weather in one place over a long time. Draw a sun, clouds, rain, and snow on the board. Ask: What is the weather like in the spring? In the summer? In the fall? In the winter? Have children point to pictures to answer the questions.
- Below Level: Remind children that climate is the weather in one place over a long time. In pairs, have children draw a picture of what the weather is like at different times of the year where they live.
- Advanced: Have pairs ask and answer questions about what the weather is like where they live. Invite volunteers to share their ideas with the class.

Critical Thinking Skills: Analyze Cost and Benefits:

Support for English Language Learners:

- Speaking: Have children express opinions using the lesson content as a basis for the discussion.

- Entering:** Hold up two items, such as a book and a toy. Write on the board that the book is \$7 and the toy costs \$10. As you say cost, circle \$7 and \$10. Then tell a benefit of each choice.
- Emerging:** Hold up two items, such as a book and a toy. Say: The book costs \$7 and the toy costs \$10. Then say: I would buy the book. It is very interesting! What would you do? In pairs, have children give their opinion. Encourage them to provide a good reason using relevant background knowledge. Guide them with the following sentence frames: I would buy the (book). I (have this book). It's (funny).
- Developing:** Hold up two items, such as a book and a toy. Explain that the book costs \$7 and the toy costs \$10. Then say: I would buy the book. It is very interesting! What would you do? In pairs, have children give their opinion. Encourage them to provide good reasons with details, using relevant background knowledge about each item.
- Expanding:** Hold up two items, such as a book and a toy. Explain that the book costs \$7 and the toy costs \$10. In pairs, have children give their opinion about which item they would buy. Encourage them to support their opinion or persuade their partner by providing good reasons with details. Remind them to use relevant background knowledge about each item.
- Bridging:** Hold up two items, such as a book and a toy. Explain that the book costs \$7 and the toy costs \$10. Have children give their opinion about which item they would buy. Then have them tell what they give up in making that choice.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing costs and benefits.

- Special Needs:** Draw children's attention to Maria and her choice. Ask children which item they would buy: the game or the zoo ticket. Have a class vote.
- Below Level:** Draw children's attention to Maria and her choice. Have children think about which item they would buy. In pairs, have children act out and guess which item their partner chose.
- Advanced:** Draw children's attention to Maria and her choice. In pairs, have children ask and answer questions to find out if their partner chose the game or the zoo ticket.

Literacy Skills: Identifying Main Idea and Details

Support for English Language Learners:

- Reading:** Have children further explore identifying main ideas and details using the Your Turn! paragraph.
- Entering:** Point out the paragraph and explain the text elements (the main idea and the details). Read aloud the main idea and help children describe the details using gestures or simple phrases.
- Emerging:** Point out the paragraph and explain the text elements (the main idea and the details). Read aloud the paragraph. Work together to find the main idea and the details.
- Developing:** Point out the paragraph and explain the text elements (the main idea and the details). Read aloud the main idea and ask children to describe it in their own words. Repeat for the details.
- Expanding:** Have children read the paragraph. Ask them to tell the main idea and details in their own words. Ask children questions so they can show understanding of the text.
- Bridging:** In pairs, have children describe the text elements of the paragraph (main idea and details) in their own words. Encourage children to ask and answer questions to show understanding of the text.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing main ideas and details.

- Special Needs:** Remind children that the main idea is what a paragraph or story is about. Read a familiar short story aloud to children. Have them draw a picture of what the story is about. Point out that their picture shows the main idea.
- Below Level:** Ask children to work in pairs to identify the main idea and details of the first paragraph in Lesson 1, "Getting What We Need and Want." Prepare sentence strips with the main idea and two supporting details of the paragraph written on separate strips. Have children identify the strip that shows the main idea, and then put the strips in paragraph order.
- Advanced:** Ask children to complete the Main Idea and Details graphic organizer from the Reference Center, using the text from the first paragraph in Lesson 1, "Getting What We Need and Want." In the third detail box, challenge them to write a third detail that would support the main idea. For example: A carpenter would barter furniture for food or clothing.

Primary Sources: Photograph Dairy Farm

Support for English Language Learners:

- Writing:** Write human resource, capital resource, and natural resource on the board, and review each term's meaning.
- Entering:** Describe one or two examples of each resource. Have children identify the resource and then label it on the board under the proper type of resource.
- Emerging:** Describe one or two examples of each resource. Then write three sentences with blanks for each vocabulary word. In groups, have children collaborate to write the word in the correct sentence.
- Developing:** Write three sentences with blanks for each category on the board. In groups, have children collaborate to identify the correct resource to complete the sentence. Have children illustrate the sentences by finding online graphics if possible.
- Expanding:** In groups, have children collaborate to write a short paragraph using the terms human resource, capital resource, and natural resource. Have children illustrate their text by finding online graphics if possible.
- Bridging:** In pairs, have children collaborate to write a short information text using the three terms. Children should illustrate their text.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing primary sources.

- Special Needs:** Display a picture of people working in a factory, for example: making cheese or furniture. Ask simple questions, such as What are the people doing? Are they workers? What kind of resource are they: natural, capital, or human?
- Below Level:** Display a picture of people working in a factory, for example: making cheese or furniture. As needed, prompt children to ask and answer questions about the goods being produced.
- Advanced:** Display a picture of people working in a factory, for example: making cheese or furniture. Have children write a cohesive paragraph about the resources needed in the factory. Explain that the paragraph should answer Who? What? Where? When? How? Why? questions. Remind children that their paragraph should have a main idea and two or three details that tell more about it.

Unit Specific Interdisciplinary Connections / Materials:

Curriculum Connections: Math

Bring in play money and set up a store. Collect items around the classroom (books, pens, a globe, etc.), and put a sticky note on each item with a price. Choose one child to be the cashier, and divide the money up among the "customers." Give the "customers" a budget, and have them choose items they can afford by adding up the prices. When they pay for their item, the "cashier" must add and subtract in order to give the correct change. Make sure that the prices you set are simple enough so that the calculations children make meet their abilities.

Curriculum Connections: Health

Discuss with children the importance of following food safety recommendations. Point out the following tips:

1. Choose produce that is not bruised or damaged.
2. Refrigerate produce that is pre-cut or packaged, such as carrots, lettuce, and mushrooms.
3. Keep produce away from raw meat.
4. Wash all produce before eating or cooking.

Beyond the Classroom:

Take the class on a field trip to a neighborhood grocery store, or visit a store's Web site to explore the items that people buy to satisfy their needs and wants. Plan a trip to a farm so children can see how farmers produce goods to sell.

Additional Resources

Suggested Reading

- At the Supermarket by David Hautzig
- Bread, Bread, Bread by Ann Morris
- Farming by Gail Gibbons
- Ox-Cart Man by Donald Hall

Unit #5
Making a Difference

The Big Question
What makes someone a hero?

Stage 1-
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Enduring Understandings:

- A hero is a person who helps others in need.
- Anyone can be a hero and change the world to make it better.
- A hero may work in any field, such as science, the arts, or government.
- A hero may become a leader or may be an ordinary person who helps solve a local problem.

Students will know...

- what makes someone a hero
- about heroes who were leaders
- about heroes who inspire change

- about heroes of Science
- about heroes that help other people.
- how they can make a difference.

Learning Objectives:

Lesson 1: What Makes a Hero?

- Recognize the character traits of a hero.
- Know what a hero does.
- Understand a hero's motivations.
- Explain why heroes of the past are important.
- Understand the following key terms: trait, courage, risk, sacrifice, common good, goal

Lesson 2: Heroic Leaders

- Explain what leaders do to encourage their people to follow them.
- Discuss how leaders become heroes to their people.
- Identify Abraham Lincoln and what he did that makes him an American hero.
- Explain why Sitting Bull and Golda Meir are heroes to their people.
- Understand the following key terms: inspire, justice, Civil War, reservation, behalf

Lesson 3: Heroes Who Inspire Change

- Know some historic examples of civil rights activists and the rights for which they fought.
- Identify civil rights activists who worked against racial inequality.
- Identify women's rights activists and their individual contributions.
- Recognize the need for worker's rights and activists who fought for them.
- Understand the following key terms: civil rights, protest, race, boycott, considerable

Lesson 4: Heroes in Science

- Explain what an invention is and how inventions benefit the world.
- Identify Thomas Edison, Marie Curie, Albert Einstein, Louis Pasteur, and other important inventors and scientists.
- Recognize some life-saving advances in medical science.
- Discuss how heroes inspire others to achieve similar things.
- Discuss how scientific inventions, discoveries, and experiments extend our understanding of the world.
- Understand the following key terms: invention, element, vaccine, experiment, discovery

Lesson 5: Heroic Helpers

- Explain how and why some heroes help those in need.
- Identify Jane Addams and what she did to help others in need.
- Summarize the history and mission of the Red Cross.
- Discuss who Florence Nightingale was and how she influenced the field of nursing.
- Understand the following key terms: poverty, volunteer, ongoing

Lesson 6: How We Can Make a Difference

- Recognize that ordinary people who help others can be heroes.
- Identify community members, such as artists and service workers, who help others in need.
- Discuss ways you can be a hero who helps people in your community.
- Understand the following key terms: first responder, establish

Instructional Mandates from the New Jersey Department of Education

Topics addressing the Amistad Commission Mandate...

- Include in the discussion of African American citizens that have fought for Civil Rights the following prominent African Americans: Medgar Evers, Stockley Carmichael, Kweisi Mfume, Ida B. Wells, Malcom X, Booker T. Washington, W.E.B. Dubois, Bobby Seale, Huey Newton, A Phillip Randolph, Frederick Douglas
- Include in the discussion African American scientist such as Benjamin Banneker, Lewis Latimer, Garrett Augustus Morgan, Jan Matzeliger, Granville T. Woods, Mae Jemison, George Washington Carver, Elijah J. McCoy,

Topics addressing the Holocaust Commission mandate...

Topics addressing the Diversity, Equity, and Inclusion Mandate...

Addressing the Asian American and Pacific Islander Mandate...

Common Misconceptions:

What Is Common? - Make sure that children understand that the word common has two meanings. One meaning is “ordinary,” as in, “T-shirts and jeans are common types of clothing.” In the text, the word common means “shared or in everyone’s interest,” as in, “Everyone in town has a common interest in keeping the streets clean.” Discuss with children that the meaning of common good is the latter definition. Encourage them to give examples of things the people in their town, city, or country have in common. Have children suggest ways that people can act to promote the common good in your classroom, in their family, in their town, and in their country.

Nurses Are Women- It is true that for centuries women acted as untrained caretakers. They cared for the sick and injured, mainly at home. For at least a century after Florence Nightingale, most nurses were, in fact, women. But the number of men entering this field has grown considerably. Today, nearly 10 percent of all nurses are men, up from a mere 2.7 percent in 1970. The need for nursing in the United States is growing quickly, and more men are entering the nursing profession, which offers abundant employment opportunities. The fact that there are more men in this profession attests to changing gender expectations. Men are now, perhaps, less likely to feel “feminized” by being nurses, but accept their ability to be caring and sympathetic and take pride in their skill.

Stage 2- Evidence of Learning

Formative Activities, Tasks, or Projects:

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

Stage 3- Learning Plan

Learning Plan

Connect:

Field Trip Video

Chapter JumpStart Activity

Rap About It

Big Question Interactivity

Chapter Overview

Quest Project-Based Learning: Help Honor Our Heroes

Investigate:

Lesson Introductions (1 for each lesson)

Lesson 1: What Makes a Hero?

Lesson 2: Heroic Leaders

Lesson 3: Heroes Who Inspire Change

Lesson 4: Heroes in Science

Lesson 5: Heroic Helpers

Lesson 6: How We Can Make a Difference

Literacy Skills: Compare and Contrast

Critical Thinking Skills: Analyze Images

Primary Source: Rosa Parks: My Story

Citizenship: Sequoyah: Maker of the Cherokee Writing System

Synthesize

Lesson Check (1 for each lesson)

Lesson Review Interactivity (1 for each lesson)

Chapter Assessment

Chapter Test

Demonstrate

Lesson Quiz

Chapter Vocabulary Games

Quest Findings: Draw a Book Cover

TikaTok

Unit Specific Accommodations and Modifications:

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing heroes.

Prepare index cards bearing words such as brave, strong, selfless, responsible, courage. Create a second set of cards with opposite counterparts, such as cowardly, weak, selfish, irresponsible, fear.

Special Needs: Write the word hero on the board. Show children the index cards, one by one, asking them which words describe a hero. Provide definitions for any unfamiliar words. Under the word hero, list each word children associate with a hero.

Below Level: Shuffle the cards and show children the words, asking them which words describe a hero. Explain definitions as needed. Have children choose two traits and write one to two sentences describing who a hero is and what a hero does.

Advanced: Show children the cards and have them sort them into pairs of opposite words. Have children write a paragraph describing who a hero is and what a hero does. Then have them write a second paragraph describing what a hero is not and what a hero does not do.

What Makes a Hero?

Support for English Language Learners:

Speaking: Encourage children to learn more about setting and achieving goals.

Entering: Write the word goals on the board, and remind children of its definition. Encourage them to answer with the following sentence frame: "My goal is to someday ____."

Emerging: Review the meaning of goals. Have children work in pairs to ask and answer questions about each other's goals. Supply children with the following question: "What is a goal that you want to do?"

- Developing:** Have children work in pairs to ask and answer questions about people they admire who have achieved goals that the children also have for themselves. Give them the following sentence frames for their answers: "I want to be like _____. Someday, I want to _____ just like they did."
- Expanding:** Have children work in pairs to ask and answer questions about people they admire who have achieved goals that the children also have for themselves. Children ask each other, "Who do you look up to?" and "What did they do that you want to do, too?"
- Bridging:** Have children work in pairs to ask and answer questions describing their hero's traits or actions that they are learning (e.g.: work hard in school, practice, never give up, be patient.) Children ask, "What traits can you learn from your hero?"

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing risks.

- Special Needs:** Make sure that children understand the concept of risk by using the word risk in the following sentence frames: I risk getting a cold when I _____. I risk being late when I help _____.
- Below Level:** Review the difference between a possible risk and purposely taking a risk to help others. Explore with children everyday risks they take: they risk falling when they climb on the playground; they risk losing when they play games, and so on. Have them write a full sentence example of risk that involves helping others.
- Advanced:** Have children work in pairs to discuss the outcomes they should consider before deciding to take a risk. Guide them in creating a list of positive and negative consequences on the board: I might help someone in need, make a new friend, lose something, be late, be embarrassed. Have children write a sentence about a situation with one positive possible outcome and one negative possible outcome.

Heroic Leaders

Support for English Language Learners:

- Writing:** Guide children to write sentences and compound sentences.
- Entering:** Write the word inspire on the board and define it. Ask children to think of things people can inspire others to do and list their ideas on the board. Ideas may include learning, helping others, and so forth.
- Emerging:** Guide children to create a compound sentence to explain specific ways they have been inspired by others. Use the following sentence frame: [Name] _____, and he/she inspires me to _____. (My teacher loves books, and she inspires me to learn to read.)
- Developing:** Have children work in pairs to write compound sentences using the following sentence frame: [Name] inspires me to _____ because he/she _____. (My mom inspires me to help others because she helps my brothers and sisters every day.)
- Expanding:** Have children work independently to write compound sentences using the following sentence frame: [Name] inspires me to _____ because he/she _____. (My dad inspires me to play sports because he runs and exercises every day.)
- Bridging:** Have children choose one example of things people can inspire others to do. Then instruct them to independently write their own compound sentences expressing the connection between a person's actions and what they inspire the child to do.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing heroic leaders who inspire people.

- Special Needs:** Engage children in reflecting on the emotions they might feel if they were forced from their homes to a new and unfamiliar place. List their ideas on the board. Have children write a couple of sentences describing how they might feel.
- Below Level:** Have students work in pairs to discuss how they feel when they are faced with great challenges. Who helps them overcome these challenges? Have children write 2 or 3 sentences describing the emotions their leader inspires in them to overcome the challenges.
- Advanced:** Have children independently write a short paragraph about leaders who inspire their people to face great challenges. What traits do these leaders have? How do they inspire their people to overcome or face these challenges? How do challenges make people feel and what emotions do leaders inspire to help people overcome challenges?

Heroes Who Inspire Change

Support for English Language Learners:

Reading: Guide children to refer to the text to find textual evidence.

- Entering: Write the word boycott on the board and define it for children as an action in which many people stop buying a product in protest.
- Emerging: Review the meaning of boycott. Have children work in groups to provide reasons to support the opinion that the boycott was important. Ask them to refer back to the text to find textual evidence.
- Developing: Ask children to provide good reasons to support the opinion that the boycott was important. Tell them to refer back to the text to find textual evidence that supports the opinion. Have each child state a reason with textual support in a complete sentence.
- Expanding: Have children work in pairs to write a sentence explaining why the laws protecting farm workers needed to change. Tell them to use good reasons and refer back to the text to find textual evidence that supports the opinion.
- Bridging: Ask children to explain why César Chávez and Dolores Huerta were successful heroes for farm workers. Have children independently write a couple of explanatory sentences in response. Encourage them to support their opinions with good reasons and detailed evidence from the text.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing protests.

- Special Needs: Write the word protest on the board and define it for children. Remind them that some American heroes protested against unfair and unequal treatment of people. Have children use the word protest in the following sentence frames: Dr. King led a _____ against unfair and unequal treatment of African Americans. A speech and a march are ways to _____. Another way to _____ is to talk with law makers.
- Below Level: Review the meaning of the word protest. Have children describe the various forms and reasons of protest they read about. Show children some appropriate examples of protest posters. Have them work in pairs to create a poster to protest some unfairness. When they're done, have them display and explain their posters to the class.
- Advanced: Have children write a letter to a leader to protest some unfairness. Remind them to use reasons to support their argument. When they are finished, volunteers may read their letters to the class.

Use the following activities to differentiate instruction for children when discussing women's rights.

- Special Needs: Review the concept of equal rights for women. Remind children that they read about three women who worked for women's rights. Prepare manipulative matching cards so that children can match the names of the women to their individual accomplishments.
- Below Level: Review the concept of equal rights for women, especially in the workplace. Have children work in pairs to draw a picture of a man and a woman doing the same job. Tell them to write a sentence at the top of the picture explaining why, or why not, both men and women should be able to hold the same jobs. Have partners exchange drawings and discuss their opinions.
- Advanced: Discuss the concept of equal job opportunities for women. Ask children to write a paragraph expressing their opinion about whether or not men and women should be able to hold the same jobs. Encourage children to give reasons for their opinions. Volunteers may read their paragraphs to the class.

Heroes in Science

Support for English Language Learners:

- Writing: Guide children to write what they know about scientists. Make a three-column chart on the board, and label the columns with the vocabulary words invention, discovery, and experiment.
- Entering: Ask children to say or identify words they can associate with science, such as invention, discovery, or experiment.
- Emerging: Guide the children in scanning the text and filling in the chart with the names of the scientists who made inventions, made discoveries, and carried out experiments.
- Developing: Direct children to choose one scientist. Have children work in pairs to write one informational sentence summarizing the accomplishments of their chosen hero in science.

- Expanding:** Direct children to choose one type of accomplishment from the chart: invention, discovery, or experiment. Have pairs of children use the chart to write a sentence that compares two scientists who achieved the same type of accomplishment.
- Bridging:** Have children work independently to write three informational sentences explaining which scientists made each type of accomplishment. They may write one sentence for each column of the chart.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing Thomas Edison.

- Special Needs:** Remind children that Thomas Edison invented many useful things that run on electricity. Have children name things that run on electricity. Write their list on the board.
- Below Level:** Tell children that some of the objects that work with electricity today once were used by hand or worked with other forms of energy. Explain that we use the word electric to describe some of these modern products. On the board, list some products or objects, such as can opener, toothbrush, stove, oven, mixer, and so on. Invite children to suggest items as well. Then, write the word electric to modify each of these nouns. Read the completed list aloud.
- Advanced:** Review with children that, since Edison, most electricity has been generated in electric power plants. Name some new ways for generating electricity, such as hydroelectricity, windmills, solar panels, atomic energy. Have children work in pairs to collect pictures of these methods from magazines or the Internet. Partners may show the class their pictures and tell how each creates electricity.

Use the following activities to differentiate instruction for children when discussing medical discoveries.

- Emphasize the importance of having blood stored and available in a blood bank for emergencies. Express the significance of vaccines for their preventive care.
- Special Needs:** Prepare labeled pictures of Salk and Drew, a blood bank, and a vaccine needle. Work with children to match the correct doctor to his contribution to medical science.
- Below Level:** Divide children into pairs and provide each pair with a set of three pictures: a person giving blood, the blood stored in a blood bank, a person in a hospital bed getting the blood. Have partners work together to put the pictures in the correct sequence. Partners then label the three pictures and write one or two sentences that describe the process of donating, storing, and using the blood to help people.
- Advanced:** Explain that a blood bank stores blood that people give so it is available to others in medical emergencies. Review how a vaccine can protect a person from getting a disease. Have children write a short paragraph comparing how vaccinations and blood banks save lives by preventing a medical problem or solving a medical problem.

Heroic Helpers

Support for English Language Learners:

- Reading:** Use the quotation to practice vocabulary.
- Entering:** Read aloud to children the quote by Jane Addams. Explain that her quote shows that Jane Addams felt that she needed to act on all her ideas to help those in need. Ask: What was Jane Addams afraid of? (She feared that she might not have done enough to help people.)
- Emerging:** Write the quote on the board and underline the words unexpended effort. List some synonyms for each word: (unexpended: unused, remaining, undone, unspent; effort: try, work, energy.) Use the synonyms to help children explain what “unexpended effort” means.
- Developing:** Write the quote on the board. Have children work in pairs to describe what the quote is about.
- Expanding:** Have children describe what her quote says about how Addams felt about helping the poor. (good, hopeful, committed)
- Bridging:** Have children describe how Jane Addams might have felt if she hadn’t done everything she could to help the poor. (regret, sorry, sad, guilty, disappointed) Point out the phrase “nothing could be worse than,” and ask children how strongly she felt about helping the poor.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing the Red Cross.

- Special Needs:** Ask children to name ways that they have helped a friend or family member when they were sick or hurt. Have them draw a picture of themselves helping somebody. Below their drawing, they should write a sentence describing the way they were helpful.
- Below Level:** Lead children in a review of the ways that the Red Cross helps people. Divide children into small groups. Have them create collages of pictures that show the many things that the Red Cross does. They may find pictures in magazines or on the Red Cross website.
- Advanced:** Instruct children to work in pairs to research the many ways that the Red Cross helps people. Information can readily be found on their website: www.redcross.org. Have children create brochures about the different things that the Red Cross does. They should write informative text that tells at least four facts about the Red Cross.

How We Can Make a Difference

Support for English Language Learners:

- Writing:** On the board, write the phrase “share your talents,” and review what it means. Ask children to think of their talents or skills that they could use to help others.
- Entering:** Ask children to draw one of their talents or skills. Encourage them to write a short sentence about it.
- Emerging:** Have children work in small groups to share ways they either have used their talents/skills in the past or plan to in the future. Guide children in using simple past or simple future verb tenses.
- Developing:** Have children work in pairs to each write a sentence in simple present tense describing how they currently use a talent or skill.
- Expanding:** Have children work in pairs to each write a sentence in simple present tense describing how they currently use a talent or skill. Have them each write a second sentence in simple future tense describing how they will use their talents or skills to help others.
- Bridging:** Have children work independently to write three sentences: in past tense to explain how they learned a talent or skill, in present tense to describe how they currently practice or use a talent or skill, and in future tense to detail how they plan to share their talent or skill to help others.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing ongoing problems and solutions.

- Special Needs:** Write the word ongoing on the board and help children define it. Ask children to name any ongoing problems in their school or community, and list their ideas on the board. Be sure to point out any short-term problems children may suggest and explain why these are not ongoing problems.
- Below Level:** Have children work in small groups to create a list of both ongoing, or long-term, and short-term community problems. Ask children to collaborate on writing a task chart of each problem and the people best qualified to solve it: volunteers, professionals, or government.
- Advanced:** Encourage children to give examples of ongoing problems in their school or community. With the children working as a group, have them offer suggestions about how they might volunteer to solve one problem. Have them write a collaborative plan of action for volunteers to help solve the problem. The plan may state the problem at the top followed by one or two written solutions beneath.

Primary Source: Rosa Parks: My Story

Support for English Language Learners:

- Writing:** Guide children to write about not giving in to others.
- Entering:** Have children draw a picture of Rosa Parks sitting on a bus. Ask them to use words and gestures to tell how Parks didn't give in.
- Emerging:** Write the phrase giving in on the board. Tell children that giving in means “to stop fighting against doing something.” Not giving in means “to refuse to do what others tell you to do.” Encourage children to offer examples of cases of giving in and cases of not giving in to what they are told to do. Accept all reasonable uses of the phrase.
- Developing:** Talk about the phrases giving in and not giving in. Ask children to think of situations when it is helpful to give in. Write their ideas on the board.

- Expanding:** Have children define the phrase giving in in their own words. Then have them make a two-column chart labeled “when to give in” and “when not to give in.” Children collaborate in small groups to think of situations that belong in one or the other category. Encourage children to list at least three situations in each column. Groups may share their final lists with the class, and children may offer their opinions and suggestions.
- Bridging:** Have children work collaboratively in pairs to think of a situation in which not giving in would be the best response. Children may write a paragraph-long narrative account describing such a situation, such as Rosa Parks’s protest.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing civil rights protests.

Provide children with picture cards that narrate the sequence of events based on the first five sentences of the second paragraph in the student Worktext.

Special Needs: Divide children into small groups, and have them work together to place the pictures in sequential order. They may refer to the text for support.

Below Level: Review with children the events that resulted from Rosa Parks’s protest. Have pairs of children place the picture cards in sequential order and write a narrative summary in their own words.

Advanced: Have children work in pairs to research a few other ways that African Americans were treated unfairly. Some examples might be segregated schools, housing, drinking fountains, and diners. Have them research some key protests such as the Greensboro sit-ins, which led to positive change during the African American Civil Rights Movement of the 1960s.

Literacy Skills: Compare and Contrast

Support for English Language Learners:

Reading: Use the paragraphs on Edison to compare and contrast information.

Entering: Explain to children that the paragraphs about light bulbs describe similar ideas (compare) and different ideas (contrast).

Emerging: Ask children to state the main idea of each paragraph. Make note of similarities and differences in topic. Then go through each paragraph, sentence by sentence, looking for and noting descriptive details. Make note of similarities and differences in details.

Developing: Supply pairs of children with some comparative language, e.g., more, less, fewer. Children may use the following sentence frames to make comparisons: “Both light bulbs are _____. Edison’s light bulb _____. Modern light bulbs _____.”

Expanding: Supply pairs of children with some comparative language, e.g., more, less, fewer. Explain that using such words will help them compare and contrast the ideas from the paragraphs.

Bridging: Have children work in pairs to combine information from both paragraphs into one paragraph. They should rearrange and group facts to successfully compare/contrast. For example, ideas about how long the bulbs last should be combined into one sentence.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing comparing and contrasting.

Special Needs: Hold up objects for children to compare and contrast: a shoe and a boot, a baseball and a football, a capital A and a lowercase a. Encourage children to express their ideas by talking about how each pair of objects is alike and different.

Below Level: Show children pictures of old-fashioned objects and their modern counterparts (e.g., washboard/washing machine, clothes ringer/clothes dryer, Model-T/modern car, old-fashioned oven/microwave, crank phone/cell phone, typewriter/laptop computer). Describe the objects and how they work. Have children work in small groups to examine a pair of images and describe how they are similar and different in appearance, function, or purpose.

Advanced: Have children work with a partner to search reliable websites for images of old-fashioned objects and their modern, digital, or electronic counterparts commonly used today. Encourage them to read about the objects and their use. Then have them choose one pair of objects to compare and contrast. Instruct them to write a paragraph explaining how the new digital or electronic item is different from, and possibly an improvement on, the older version.

Critical Thinking Skills: Analyze Images

Support for English Language Learners:

- Writing:** On the board, write a numbered list of questions that follow the image analysis steps: 1. Who is the image for? 2. What is the purpose of the image? 3. What is happening in the image? 4. How does anybody in the image feel? 5. How does the image make you feel? Use the text and image on the poster of the nurse to practice analyzing images.
- Entering:** Guide children through the questions. Use words and gestures to convey the answers.
- Emerging:** Guide children through the analysis steps by asking and answering the questions. For the fourth and fifth questions, write a list of emotions on the board. Talk about why they think the woman in the picture might feel the way they guessed and why they feel the way they do.
- Developing:** Have children work in pairs to answer the questions. Then have pairs write a summarizing sentence that describes the ideas behind the poster.
- Expanding:** Have children work in pairs to answer the questions. Then have children independently write a paragraph that describes the ideas portrayed by the poster image and text.
- Bridging:** Have children answer the questions, recording notes on their answers. Then have children write a paragraph that describes the ideas portrayed by the details in the image and text.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing image analysis.

- Special Needs:** Provide a variety of picture cards to children. Have them work in small groups to sort the pictures into categories according to the emotion each image creates: happiness, sadness, anger, motivation, inspiration. As a class, describe the reasons for the feelings elicited by each image.
- Below Level:** Provide a variety of picture cards to children. Have them work in pairs to sort the pictures into categories according to the purpose of the image: to motivate, to inform, to entertain or be humorous, to persuade or state an opinion. As a class, discuss and come to a consensus about which images serve each purpose.
- Advanced:** Assign individuals or pairs various sets of criteria for images they will create (audience: children, adults, students, teachers, parents; purpose: to motivate, to inform, to entertain or be humorous, to persuade or state an opinion; emotion: happiness, sadness, anger, motivation, inspiration). Have children create an image of their own according to their assigned criteria, write a caption, and then display it in the classroom.

Unit Specific Interdisciplinary Connections / Materials:

Curriculum Connection: Music

The competition between men and women and who can do things “better” has been an ongoing point of contention among both sexes. This contest is explored in song in the musical play *Annie Get Your Gun*. The lyrics of “Anything You Can Do I Can Do Better,” written by Irving Berlin, are a fun way to learn about and enjoy the “battle of the sexes.” Although the song does not address the serious issue of equal rights for women, it is a fun way for children to recognize that strong women have been challenging male claims of superiority for a long time.

- You might want to have children watch an online video of a song performance.
- You may also provide them with printed lyrics (which you can edit down as you prefer) and have them read or learn the words and either sing along with a video or learn to sing the song as a class.
- For another approach, have pairs of volunteers—a boy and a girl—learn one stanza and sing and perform it for the class.

Curriculum Connection: Economics

Discuss with children that a boycott is effective only when many people take part in it. That is because a boycott is a form of protest that affects the profit of a particular business owner or company. Explain that the reason a boycott works is because the owner or business loses money when people stop buying the product that the company makes. So, only if many, many people stop buying the product will the owner feel the loss of income.

Curriculum Connections: History & Culture

The United States government and military give medals to honor citizens who, through their actions or work, have brought honor to the country.

- The most “weighty” ticker tape parade along the “Canyon of Heroes” in New York City (along lower Broadway) occurred at the close of World War II when about 5,000 tons of ticker tape and confetti rained down on Broadway.
- The highest civilian honor is the Presidential Medal of Freedom, which the president gives to people from all walks of life who have excelled in their particular endeavors. Medals of Freedom have recognized scientists, artists, athletes, writers, musicians, inventors, public servants, activists, and others.
- The Medal of Honor is the highest award a member of the military can get, and it is given by the president, who is commander-in-chief. The Medal of Honor praises members of the military who have risked their own lives to save the lives of others—who have acted selflessly “above and beyond the call of duty.”

Beyond the Classroom:

Invite a local service worker or volunteer to your class to talk to children about his or her work. Prior to the visit, have children write questions they would like to ask. Request that the visitor talk about why he or she wants to help others.

Additional Resources

Suggested Reading

- Rosa by Nikki Giovanni
- Ida M. Tarbell by Emily McCully
- A Taste of Freedom: Gandhi and the Great Salt March
- by Elizabeth Cody Kimmel
- I Am Malala by Malala Yousafzai with Patricia McCormick

Unit #6
Our American Culture

The Big Question
How is culture shared?

Stage 1-
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Enduring Understandings:

- Culture is passed down through generations.
- Many different cultures are shared in the United States.
- American stories are an important part of our culture.
- National holidays are an important way to honor people, religions, and heroes in our culture.

Students will know...

- how culture is passed down.
- about different cultures in the United States
- about American stories

- why national holidays are important

Learning Objectives:

Lesson 1: Culture is Our Way of Life

- Understand what makes up a person's culture.
- Explain how culture is passed down.
- Identify how music and food are important to culture.
- Understand the following key terms: language, religion, heritage, continue, instrument

Lesson 2: Cultures in Our Country

- Understand why there are many cultures in the United States.
- Describe how people share cultures in our country.
- Explain how adults pass culture down to their children.
- Understand the following key terms: unique, diverse, parade, settled, character

Lesson 3: American Stories

- Understand the importance of telling stories from the past.
- Distinguish fact from fiction in stories about the past.
- Compare and contrast folk tales and tall tales.
- Understand the following key terms: fact, fiction, folk tale, tall tale, travel

Lesson 4: American Holidays

- Recognize the different reasons for celebrations.
- Identify holidays that honor American heroes.
- Understand why we celebrate important people.
- Understand how heroes have made a difference in people's lives.
- Understand the following key terms: honor, veteran, monument, treated

Instructional Mandates from the New Jersey Department of Education

Topics addressing the Amistad Commission Mandate...

- Include in the discussion of national holidays, holidays that are important to African Americans including: Kwanzaa, Juneteenth, and Martin Luther King Jr. Day.
- Research other holidays important to African Americans that are celebrated on a local level such as Harriet Tubman Day, Rosa Parks Day, and the "Odunde Festival".

Topics addressing the Holocaust Commission mandate...

- 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.

Topics addressing the Diversity, Equity, and Inclusion Mandate...

- 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.
- Understand that people and families are different throughout society but all are special and unique in their own way.
- Research other holidays important to LGBT and Special Needs community including: Harvey Milk Day (May 22nd), Day of Silence (April 17th), International Day of Persons with Disabilities (December 3rd).
- Taken from Caring Makes a Difference: Kindergarten – 4th Grade Curriculum Guide, Lessons on Friendship, Respect, Tolerance, Holocaust/Genocide, Pages vii.
https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf. Activity list included in resource.

Goal: Each person is strengthened and enriched by the differences they find and accept in others.

Objectives: The student should be able to:

1. Identify physical characteristics of themselves and others.
2. Identify cultural contributions of people of different backgrounds.
3. Demonstrate that s/he recognizes those contributions people give to one another.
4. Demonstrate an understanding of the affects of our words and actions on others.
5. Give examples of prejudice against individuals and groups.
6. Explain how prejudice hurts everyone and ways we all (individually, as a community, a nation, a world) suffer because of it.
7. Demonstrate an understanding that when a person or group is being bullied and hurt by others, that some people try to help those being hurt, some people do nothing, and some people will join the bullies.
8. Explain why people choose to think and to act in caring or in hurtful ways.
9. Demonstrate that s/he recognizes that each person must be responsible for the things s/he says and does.
10. Analyze ways in which people can stand up for what they believe is right and good.
11. Think about and explain ways that a person can be more thoughtful and considerate of others.
12. Explain the reasons that we must have rules and laws to help us live and work together in peace and harmony.
13. Demonstrate an understanding that not all rules and laws are good and how we must work together to make them better.

Addressing the Asian American and Pacific Islander Mandate...

Common Misconceptions:

Boys Can Cook!- A common misconception is that females are the only ones who know how to cook. Ask children to raise their hands if they enjoy cooking, and point out that boys can make good cooks, too! Indeed, many of the most famous chefs in history were men, as are many of the well-known chefs working today, both in restaurants and on television.

Curriculum Connections: Music

Explain that one of the many ways jazz is unique is that often jazz musicians, when they play a song, improvise, or make up new ways to play the song. The melody of the song stays the same, but the musicians play it differently each time. Pass out instruments and encourage children to improvise by playing the Festival Song from the Chapter Opener.

Curriculum Connections: Geography

Review the cities and countries from the lesson: China, New York City, San Antonio, Mexico, New Orleans, St. Paul, and Laos. Encourage children to find each place on the class map, guiding them if necessary. Point out to children how far across the globe the places reach. Go on to point out that these represent only a few of the cultures that are present in our country. Have children think about how many more places on the map they would point out if you were covering all immigrant cultures in the United States.

Stage 2- Evidence of Learning

Formative Activities, Tasks, or Projects:

Various activities are outlined in the Grade 5 Activity Guide for myWorld Interactive: Building Our Country

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

Stage 3- Learning Plan

Learning Plan

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Shared Discussion: Amazing Artifacts

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: Culture is Our Way of Life
Lesson 2: Cultures in Our Country
Lesson 3: American Stories
Lesson 4: American Holidays
Literacy Skills: Distinguishing Fact from Fiction
Critical Thinking Skills: Compare Points of View
Primary Source: Filipino American Traditional Dress
Citizenship: Jackie Robinson: Baseball Hero

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: Show Off Your Artifacts
TikaTok

Unit Specific Accommodations and Modifications:

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing the idea of different countries.

- Special Needs: Show children the map of the world. Point to the United States and say: Is this a country? (yes) Repeat with other countries.
- Below Level: Show children the map of the world. Ask them to draw the outline of a country. Explain that their drawing doesn't need to be perfect. Then, have children label their drawing with the name of the country.
- Advanced: Show children the map of the world. Ask them to draw the outline of a country. Explain that their drawing doesn't need to be perfect. Then, have children write a caption for the drawing with information about the country.

Culture is Our Way of Life

Support for English Language Learners:

Speaking and Listening: Continue the discussion of food and culture.

- Entering: Ask children to look through the lesson to point out the different instruments. Point out that instruments and music are a part of culture.
- Emerging: Tell children what you eat on special holidays. Ask yes/no questions to find out what they eat on special holidays. Children can respond using gestures, words, and learned phrases.
- Developing: Ask yes/no questions to find out what children eat on special holidays. In small groups, have children ask and answer similar yes/no questions using sentence frames such as: Do you eat ____? Provide guidance as needed.
- Expanding: In small groups, have children exchange information about what they eat on special holidays. Encourage children to contribute by asking relevant questions and adding relevant information.

Bridging: In groups, have children exchange information about what they eat on special holidays. Remind children to listen attentively, follow turn-taking rules, ask and answer relevant questions, and build on responses.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing their culture.

- Special Needs:** Ask children to draw a picture of something that represents their culture, or a culture they know about. Encourage them to say what it is.
- Below Level:** Ask children to share a family or community cultural tradition that they enjoy. Have them make a series of drawings with captions to describe the tradition and what happens.
- Advanced:** Have children create a cultural tradition that could be representative of the classroom. Ask them to present the tradition to

Cultures in Our Country

Support for English Language Learners:

- Reading:** Have children reread the text and draw their attention to the picture of the Chinese New Year celebration. Lead a discussion that shows how the text and picture convey meaning.
- Entering:** Discuss Chinese New Year and remind children what happens at the parade. Then, have children closely view the picture. Ask simple yes/no questions about the parade such as: Is the dragon dancing? (yes) Provide substantial support as necessary.
- Emerging:** Discuss the Chinese New Year and remind children what happens at the parade. Draw their attention to the picture and have them call out what they see.
- Developing:** Discuss Chinese New Year and ask children questions about what happens at the parade. Direct their attention to the picture, and have them closely view the event.
- Expanding:** Discuss the Chinese New Year and have children closely view the picture. In groups, have children describe what they see in greater detail. Provide moderate support as necessary.
- Bridging:** Have children discuss Chinese New Year in small groups, asking and answering questions about the event. Have children closely view the picture and describe what they see in detail. Provide light support as necessary.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing cultural events.

- Special Needs:** Have children choose a cultural event from the lesson. Ask them to draw a picture about one aspect of the festival, for example food, music, or a parade.
- Below Level:** Have children choose a cultural event from the lesson. Ask them to draw a picture about one aspect of the festival, for example the food, music, or a parade. Then, encourage children to label their drawing.
- Advanced:** Have children choose a cultural event from the lesson. Ask them to draw a picture about one aspect of the festival, for example food, music, or a parade. Then, encourage children to write a short paragraph about what is happening in their drawing.

American Stories

Support for English Language Learners:

- Speaking:** Use the story to practice vocabulary.
- Entering:** Review the sequence words. As you say each word, hold up 1, 2, 3, then 4 fingers. Have children then hold up their fingers as you talk through the sequence. Make sure children understand and use varied and precise vocabulary to comprehend and/or retell the story.
- Emerging:** Retell the story of "Why the Owl Has Big Eyes." Ask simple yes/no questions to make sure children understand the sequence of events as well as precise aspects of text. For example, ask: Was Everything-Maker angry? (yes)
- Developing:** In pairs, have children retell the story of "Why the Owl Has Big Eyes" using complete sentences and precise words. Write sequence words on the board to guide them, such as first, next, and suddenly.

- Expanding: In pairs, have children retell the story of “Why the Owl Has Big Eyes” using detailed, varied sentences, key words, sequence words, and synonyms of words from the text.
- Bridging: Have children retell the story “Why the Owl has Big Eyes.” Children should use detailed, varied sentences; key words; and

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing American stories.

- Special Needs: Read each story aloud, acting out or using gestures to convey information. Then, ask simple yes/no questions about the characters and what happened.
- Below Level: Have partners reread one of the stories then work together to tell about it in their own words. Tell children to identify those parts of the story that could be true and those that are fiction.
- Advanced: Have children choose a story from the lesson and either write their own version of it or write a continuation. Invite children to add illustrations to their version.

American Holidays

Support for English Language Learners:

- Speaking and Listening: On the board, write the names of each of the presidents identified on the page. In writing or as part of a discussion, have children offer and evaluate opinions about each president.
- Entering: As you point to each president, say his name and tell why we honor him. Then ask children to identify each president.
- Emerging: Point to each president and ask wh- questions about why we honor each president. Encourage individual children to respond using gestures, words, and learned phrases. Have the group raise a fist if they agree with what the child has indicated.
- Developing: In pairs, have children ask and answer questions about why we honor each president. Encourage children to listen attentively, follow turn-taking rules, and add relevant information to the conversation that supports and evaluates others’ opinions.
- Expanding: In small groups, have children ask and answer questions leading to their making a decision about why we honor each president, supporting and evaluating others’ opinions. Encourage children to listen attentively, follow turn-taking rules, add pertinent information, build on responses, and provide useful feedback.
- Bridging: In pairs, have children discuss one way we can honor each president. Encourage children to listen attentively and build on responses.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing the various holidays identified in the text.

- Special Needs: Display a number of photographs—some should show everyday scenes and others should depict a variety of holiday celebrations: a personal celebration such as a wedding, a celebration specific to a religious holiday, and a gathering for a national holiday, such as a parade. For each picture, ask students if it depicts a holiday or celebration.
- Below Level: Draw a T-chart on the board and write the headings Personal Holidays and National Holidays. Call out a holiday or celebration identified in the text and ask children in which category it belongs. Have a volunteer write the name of the holiday or celebration in the correct column.
- Advanced: Ask children to name the two holidays identified in the text as honoring men and women who protect our country. Then, ask children to identify a difference between the two holidays. Children should understand that Veterans Day honors all those who have served in the armed forces, while Memorial Day honors those who died fighting for our country.

Critical Thinking Skills: Compare Points of View

Support for English Language Learners:

- Speaking: Direct children’s attention to Your Turn! question 2 to practice sharing their opinions.
- Entering: Review both Lin’s and Juan’s opinions. Ask children to use words or gestures to indicate who they agree with.

- Emerging: In small groups, have children say if they agree with Lin or Juan. Encourage them to offer their opinions and ideas using the sentence frame I agree with _____, as well as open responses in order to gain and hold the floor.
- Developing: In groups, have children say if they agree with Lin or Juan or if they have a different point of view. Encourage them to offer their opinions and ideas using the sentence frames I agree with _____, I think _____.
- Expanding: In groups, have children say if they agree with Lin or Juan or if they having a different point of view. Encourage them to offer their opinions and ideas using the sentence frames I agree with _____, I think _____ because _____, to elaborate on their opinions.
- Bridging: In groups, have children say a different point of view. Encourage them to offer their opinions and ideas using the sentence frame I think _____ because _____, to elaborate on their opinions.

Literacy Skills: Distinguishing Fact from Fiction

Support for English Language Learners:

- Speaking: Use the second question to help children practice identifying facts.
- Entering: Draw students' attention to the second question of the Your Turn! activity. Talk about any factual information you see, such as that cowboys wear hats and have horses.
- Emerging: Have children plan and deliver a very brief oral presentation that includes only facts. Provide assistance as necessary, asking children wh- and yes/no questions to help them complete their work.
- Developing: Have children review their work to make sure it has both fact and fiction. Then, have them plan and deliver a brief oral presentation about their story. As necessary, help children craft complete sentences based on their proficiency level.
- Expanding: Have children review their work to make sure it has both fact and fiction. Then, have them plan and deliver an oral presentation about their story that is made up of longer complete sentences.
- Bridging: Have children review their work to make sure it has both fact and fiction. Have them plan and deliver an oral presentation about their story that includes complete sentences. Give students a time limit, such as two minutes, and encourage them to embellish their fiction if they struggle to fill the time.

Differentiated Instruction:

Use the following activities to differentiate instruction for children when discussing distinguishing fact from fiction.

- Special Needs: Write Pecos Bill was a cowboy. He rode a tornado! on the board. Point to each sentence and ask: Is this fact or fiction?
- Below Level: Provide pairs with the following sentence strips and have them work in pairs to categorize the strips as fact or fiction. Pecos Bill was a cowboy. He lived many years ago. (fact) He rode a tornado. He used a rattlesnake as a lasso. (fiction)
- Advanced: Have children think of two more fact sentences and two more fiction sentences they could add to the story of Pecos Bill.

Primary Source: Filipino American Traditional Dress

Support for English Language Learners:

- Speaking: Guide children to understand how weather affects the types of clothing people wear.
- Entering: Talk about the weather outside today. Have children use words or gestures to tell about the conditions. Explain what to wear in the conditions they describe.
- Emerging: Name different types of weather and discuss what type of clothing children wear in each case. For example, say hot and sunny and ask: Do you wear a coat? (no) Do you wear a T-shirt? (yes)
- Developing: In pairs, have children recount their experiences choosing what to wear based on the weather. Encourage them to use key words to describe their clothing, such as light and thin.
- Expanding: In pairs, have children discuss what people wear in different weather conditions. Then, have them recount their own experiences choosing what to wear based on the weather. Encourage them to use complete sentences and key words to describe their clothing, such as light/heavy and thick/thin.
- Bridging: In pairs, have children recount their experiences choosing what to wear based on the weather. Encourage them to use detailed, complete sentences and key words to describe their clothing, such as material and color.

Citizenship: Jackie Robinson: A Baseball Hero

Support for English Language Learners:

- Speaking: Guide children to expand on the pictures they created for the first item.
- Entering: Have children share their drawings. Encourage them to point out the labels and tell about what they show.
- Emerging: Have children plan and deliver a very brief oral presentation about the festival they drew.
- Developing: Have children plan and deliver a brief oral presentation about the festival they drew. Encourage them to choose two aspects of the festival and explain why they are important.
- Expanding: Have children plan and deliver an oral presentation about the festival they drew. Have them tell what is significant about the food, clothing, music, and dance.
- Bridging: Have children plan and deliver longer oral presentations on the festival they drew. Encourage them to research the festival to find out more information.

Unit Specific Interdisciplinary Connections / Materials:

Beyond the Classroom:

Take the class on an electronic field trip to look at original cultural artifacts online. View artifacts from countries that are represented by children in your classroom and school. Ask children how these primary sources are similar and different from the things they use and wear every day in America.

Additional Resources

Suggested Reading

- When I Was Little by Toyomi Igus
- Dear Juno by Soyung Pak
- The Boy with Long Hair by Pushpinder (Kaur) Singh
-

Grade 2 Social Studies- Instructional Standards

New Jersey Student Learning Standards- Social Studies

SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action
SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.5	Presenting Arguments and Explanations

Unit #1: Families Today and in the Past

SOC.6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
SOC.6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
SOC.6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
SOC.6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
SOC.6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
SOC.6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Unit #2: People, Places, and Nature

SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
SOC.6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route

	from home to school, learning centers in a classroom).
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

Unit #3: Communities Build a Nation

SOC.6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
SOC.6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
SOC.6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.CivicsPI.6	Explain what government is and its function.
SOC.6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Unit #4: People Who Supply Our Goods and Services

SOC.6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
SOC.6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
SOC.6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.
SOC.6.1.2.EconGE.1	Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
SOC.6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
SOC.6.1.2.EconET.3	Describe how supply and demand influence price and output of products.
SOC.6.1.2.EconGE.2	Explain why people in one country trade goods and services with people in other countries.
SOC.6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
SOC.6.1.2.EconET.1	Explain the difference between needs and wants.
SOC.6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
SOC.6.1.2.EconNE.2	Describe examples of goods and services that governments provide.
SOC.6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

Unit #5: Making a Difference

SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
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Unit #6: Our American Culture

SOC.6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
SOC.6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
SOC.6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
SOC.6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
SOC.6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

College, Career & Civic Life: C3 Framework for Social Studies

Dimension 1: Developing Questions & Planning Inquiries

SOC.K-2.D1.4.K-2	Make connections between supporting questions and compelling questions.
SOC.3-5.D1.1.3-5	Explain why compelling questions are important to others (e.g., peers, adults).
SOC.3-5.D1.2.3-5	Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
SOC.3-5.D1.4.3-5	Explain how supporting questions help answer compelling questions in an inquiry.
SOC.K-2.D1.3.K-2	Identify facts and concepts associated with a supporting question.
SOC.K-2.D1.5.K-2	Determine the kinds of sources that will be helpful in answering compelling and supporting questions.
SOC.K-2.D1.2.K-2	Identify disciplinary ideas associated with a compelling question.
SOC.K-2.D1.1.K-2	Explain why the compelling question is important to the student.
SOC.3-5.D1.5.3-5	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

Dimension 2: Applying Disciplinary Concepts & Tools

Economics

SOC.3-5.D2.Civ.10.3-5	Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
SOC.K-2.D2.Civ.12.K-2	Identify and explain how rules function in public (classroom and school) settings.
SOC.3-5.D2.Civ.3.3-5	Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
SOC.K-2.D2.Civ.5.K-2	Explain what governments are and some of their functions.
SOC.3-5.D2.Civ.12.3-5	Explain how rules and laws change society and how people change rules and laws.
SOC.K-2.D2.Civ.10.K-2	Compare their own point of view with others' perspectives.
SOC.3-5.D2.Civ.6.3-5	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.K-2.D2.Civ.2.K-2	Explain how all people, not just official leaders, play important roles in a community.
SOC.K-2.D2.Civ.13.K-2	Begins in grades 3–5
SOC.K-2.D2.Civ.4.K-2	Begins in grades 3–5
SOC.K-2.D2.Civ.9.K-2	Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
SOC.3-5.D2.Civ.7.3-5	Apply civic virtues and democratic principles in school settings.
SOC.K-2.D2.Civ.14.K-2	Describe how people have tried to improve their communities over time.
SOC.3-5.D2.Civ.8.3-5	Identify core civic virtues and democratic principles that guide government, society, and communities.
SOC.K-2.D2.Civ.7.K-2	Apply civic virtues when participating in school settings.
SOC.K-2.D2.Civ.6.K-2	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.3-5.D2.Civ.9.3-5	Use deliberative processes when making decisions or reaching judgments as a group.
SOC.3-5.D2.Civ.4.3-5	Explain how groups of people make rules to create responsibilities and protect freedoms.
SOC.K-2.D2.Civ.1.K-2	Describe roles and responsibilities of people in authority.
SOC.K-2.D2.Civ.3.K-2	Explain the need for and purposes of rules in various settings inside and outside of school.
SOC.K-2.D2.Civ.11.K-2	Explain how people can work together to make decisions in the classroom.
SOC.3-5.D2.Civ.5.3-5	Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
SOC.K-2.D2.Civ.8.K-2	Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
SOC.3-5.D2.Civ.13.3-5	Explain how policies are developed to address public problems.
SOC.3-5.D2.Civ.11.3-5	Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.

SOC.3-5.D2.Civ.2.3-5	Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
SOC.3-5.D2.Civ.1.3-5	Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
SOC.3-5.D2.Civ.14.3-5	Illustrate historical and contemporary means of changing society.

Civics

SOC.K-2.D2.Eco.14.K-2	Describe why people in one country trade goods and services with people in other countries.
SOC.3-5.D2.Eco.1.3-5	Compare the benefits and costs of individual choices.
SOC.K-2.D2.Eco.15.K-2	Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.
SOC.3-5.D2.Eco.5.3-5	Explain the role of money in making exchange easier.
SOC.K-2.D2.Eco.8.K-2	Begins in grades 3-5
SOC.3-5.D2.Eco.12.3-5	Explain the ways in which the government pays for the goods and services it provides.
SOC.3-5.D2.Eco.11.3-5	Explain the meaning of inflation, deflation, and unemployment.
SOC.3-5.D2.Eco.14.3-5	Explain how trade leads to increasing economic interdependence among nations.
SOC.3-5.D2.Eco.2.3-5	Identify positive and negative incentives that influence the decisions people make.
SOC.K-2.D2.Eco.4.K-2	Describe the goods and services that people in the local community produce and those that are produced in other communities.
SOC.3-5.D2.Eco.13.3-5	Describe ways people can increase productivity by using improved capital goods and improving their human capital.
SOC.3-5.D2.Eco.8.3-5	Identify examples of external benefits and costs.
SOC.3-5.D2.Eco.3.3-5	Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
SOC.K-2.D2.Eco.13.K-2	Describe examples of capital goods and human capital.
SOC.K-2.D2.Eco.7.K-2	Describe examples of costs of production.
SOC.K-2.D2.Eco.1.K-2	Explain how scarcity necessitates decision making.
SOC.K-2.D2.Eco.5.K-2	Identify prices of products in a local market.
SOC.3-5.D2.Eco.6.3-5	Explain the relationship between investment in human capital, productivity, and future incomes.
SOC.3-5.D2.Eco.9.3-5	Describe the role of other financial institutions in an economy.
SOC.K-2.D2.Eco.11.K-2	Begins in grades 3–5
SOC.3-5.D2.Eco.10.3-5	Explain what interest rates are.
SOC.K-2.D2.Eco.10.K-2	Explain why people save.
SOC.K-2.D2.Eco.3.K-2	Describe the skills and knowledge required to produce certain goods and services.
SOC.3-5.D2.Eco.4.3-5	Explain why individuals and businesses specialize and trade.
SOC.K-2.D2.Eco.2.K-2	Identify the benefits and costs of making various personal decisions.
SOC.3-5.D2.Eco.15.3-5	Explain the effects of increasing economic interdependence on different groups within participating nations.
SOC.K-2.D2.Eco.6.K-2	Explain how people earn income.

SOC.K-2.D2.Eco.9.K-2	Describe the role of banks in an economy.
SOC.3-5.D2.Eco.7.3-5	Explain how profits influence sellers in markets.
SOC.K-2.D2.Eco.12.K-2	Describe examples of the goods and services that governments provide.

Geography

SOC.3-5.D2.Geo.3.3-5	Use maps of different scales to describe the locations of cultural and environmental characteristics.
SOC.3-5.D2.Geo.9.3-5	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SOC.3-5.D2.Geo.12.3-5	Explain how natural and human-made catastrophic events in one place affect people living in other places.
SOC.K-2.D2.Geo.6.K-2	Identify some cultural and environmental characteristics of specific places.
SOC.3-5.D2.Geo.11.3-5	Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
SOC.K-2.D2.Geo.11.K-2	Explain how the consumption of products connects people to distant places.
SOC.K-2.D2.Geo.12.K-2	Identify ways that a catastrophic disaster may affect people living in a place.
SOC.K-2.D2.Geo.7.K-2	Explain why and how people, goods, and ideas move from place to place.
SOC.K-2.D2.Geo.4.K-2	Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.K-2.D2.Geo.9.K-2	Describe the connections between the physical environment of a place and the economic activities found there.
SOC.3-5.D2.Geo.6.3-5	Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
SOC.3-5.D2.Geo.5.3-5	Explain how the cultural and environmental characteristics of places change over time.
SOC.K-2.D2.Geo.10.K-2	Describe changes in the physical and cultural characteristics of various world regions.
SOC.K-2.D2.Geo.1.K-2	Construct maps, graphs, and other representations of familiar places.
SOC.3-5.D2.Geo.8.3-5	Explain how human settlements and movements relate to the locations and use of various natural resources.
SOC.K-2.D2.Geo.8.K-2	Compare how people in different types of communities use local and distant environments to meet their daily needs.
SOC.K-2.D2.Geo.3.K-2	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
SOC.3-5.D2.Geo.2.3-5	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
SOC.3-5.D2.Geo.1.3-5	Construct maps and other graphic representations of both familiar and unfamiliar places.
SOC.K-2.D2.Geo.5.K-2	Describe how human activities affect the cultural and environmental characteristics of places or regions.
SOC.K-2.D2.Geo.2.K-2	Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
SOC.3-5.D2.Geo.4.3-5	Explain how culture influences the way people modify and adapt to their environments.
SOC.3-5.D2.Geo.10.3-5	Explain why environmental characteristics vary among different world regions.
SOC.3-5.D2.Geo.7.3-5	Explain how cultural and environmental characteristics affect the distribution and

movement of people, goods, and ideas.

History

SOC.K-2.D2.His.5.K-2	Begins in grades 3–5
SOC.K-2.D2.His.8.K-2	Begins in grades 9–12
SOC.K-2.D2.His.4.K-2	Compare perspectives of people in the past to those of people in the present.
SOC.3-5.D2.His.17.3-5	Summarize the central claim in a secondary work of history.
SOC.3-5.D2.His.5.3-5	Explain connections among historical contexts and people’s perspectives at the time.
SOC.K-2.D2.His.16.K-2	Select which reasons might be more likely than others to explain a historical event or development.
SOC.K-2.D2.His.3.K-2	Generate questions about individuals and groups who have shaped a significant historical change.
SOC.K-2.D2.His.1.K-2	Create a chronological sequence of multiple events.
SOC.3-5.D2.His.6.3-5	Describe how people’s perspectives shaped the historical sources they created.
SOC.K-2.D2.His.14.K-2	Generate possible reasons for an event or development in the past.
SOC.K-2.D2.His.9.K-2	Identify different kinds of historical sources.
SOC.3-5.D2.His.1.3-5	Create and use a chronological sequence of related events to compare developments that happened at the same time.
SOC.K-2.D2.His.17.K-2	Begins in grades 3–5
SOC.K-2.D2.His.15.K-2	Begins in grades 6–8
SOC.3-5.D2.His.7.3-5	Begins in grades 9–12
SOC.3-5.D2.His.8.3-5	Begins in grades 9–12
SOC.3-5.D2.His.3.3-5	Generate questions about individuals and groups who have shaped significant historical changes and continuities.
SOC.3-5.D2.His.9.3-5	Summarize how different kinds of historical sources are used to explain events in the past.
SOC.K-2.D2.His.7.K-2	Begins in grades 9–12
SOC.K-2.D2.His.6.K-2	Compare different accounts of the same historical event.
SOC.3-5.D2.His.16.3-5	Use evidence to develop a claim about the past.
SOC.3-5.D2.His.2.3-5	Compare life in specific historical time periods to life today.
SOC.3-5.D2.His.11.3-5	Infer the intended audience and purpose of a historical source from information within the source itself.
SOC.K-2.D2.His.2.K-2	Compare life in the past to life today.
SOC.K-2.D2.His.10.K-2	Explain how historical sources can be used to study the past.
SOC.K-2.D2.His.12.K-2	Generate questions about a particular historical source as it relates to a particular historical event or development.
SOC.K-2.D2.His.11.K-2	Identify the maker, date, and place of origin for a historical source from information within the source itself.
SOC.3-5.D2.His.15.3-5	Begins in grades 6–8
SOC.K-2.D2.His.13.K-2	Begins at grade 3–5
SOC.3-5.D2.His.10.3-5	Compare information provided by different historical sources about the past.
SOC.3-5.D2.His.14.3-5	Explain probable causes and effects of events and developments.

SOC.3-5.D2.His.12.3-5	Generate questions about multiple historical sources and their relationships to particular historical events and developments.
SOC.3-5.D2.His.13.3-5	Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
SOC.3-5.D2.His.4.3-5	Explain why individuals and groups during the same historical period differed in their perspectives.

Dimension 3: Evaluating Sources & Using Evidence

SOC.K-2.D3.2.K-2	Evaluate a source by distinguishing between fact and opinion.
SOC.3-5.D3.4.3-5	Use evidence to develop claims in response to compelling questions.
SOC.3-5.D3.1.3-5	Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
SOC.3-5.D3.3.3-5	Identify evidence that draws information from multiple sources in response to compelling questions.
SOC.K-2.D3.4.K-2	Begins in grades 3–5
SOC.3-5.D3.2.3-5	Use distinctions among fact and opinion to determine the credibility of multiple sources.
SOC.K-2.D3.1.K-2	Gather relevant information from one or two sources while using the origin and structure to guide the selection.
SOC.K-2.D3.3.K-2	Begins in grades 3–5

Dimension 4: Communicating Conclusions & Taking Informed Action

SOC.3-5.D4.7.3-5	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
SOC.3-5.D4.2.3-5	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
SOC.K-2.D4.3.K-2	Present a summary of an argument using print, oral, and digital technologies.
SOC.K-2.D4.8.K-2	Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
SOC.3-5.D4.8.3-5	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.
SOC.3-5.D4.4.3-5	Critique arguments.
SOC.K-2.D4.7.K-2	Identify ways to take action to help address local, regional, and global problems.
SOC.K-2.D4.2.K-2	Construct explanations using correct sequence and relevant information.
SOC.K-2.D4.4.K-2	Ask and answer questions about arguments.
SOC.K-2.D4.6.K-2	Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.
SOC.K-2.D4.1.K-2	Construct an argument with reasons.
SOC.K-2.D4.5.K-2	Ask and answer questions about explanations.
SOC.3-5.D4.3.3-5	Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports)

	and digital technologies (e.g., Internet, social media, and digital documentary).
SOC.3-5.D4.5.3-5	Critique explanations.
SOC.3-5.D4.6.3-5	Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
SOC.3-5.D4.1.3-5	Construct arguments using claims and evidence from multiple sources.

New Jersey Student Learning Standards: Reading Companion Standards

LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

New Jersey Student Learning Standards: Writing Companion Standards

LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.W.2.9	(Begins in grade 4)
LA.W.2.10	(Begins in grade 3)
LA.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
LA.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LA.W.2.4	(Begins in grade 3)

New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills

Career Readiness, Life Literacies, and Key Skills Practices

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

9.2 Career Awareness

WRK.9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.
WRK.9.1.2.CAP.4	List the potential rewards and risks to starting a business.
WRK.9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
WRK.9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.

9.4 Life Literacies and Key Skills

TECH.9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
TECH.9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
TECH.9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.DC.5	Explain what a digital footprint is and how it is created.
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
TECH.9.4.2.DC.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.TL.3	Enter information into a spreadsheet and sort the information.
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.2.TL.5	Describe the difference between real and virtual experiences.
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

New Jersey Student Learning Standards- Computer Science & Design Thinking

CS.K-2.8.2.2.ETW.1	Classify products as resulting from nature or produced as a result of technology.
CS.K-2.8.1.2.NI.4	Explain why access to devices need to be secured.
CS.K-2.8.2.2.ITH.5	Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
CS.K-2.8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
CS.K-2.8.2.2.NT.2	Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
CS.K-2.8.2.2.ETW.3	Describe or model the system used for recycling technology.
CS.K-2.8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
CS.K-2.8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.

CS.K-2.8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
CS.K-2.8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
CS.K-2.8.2.2.ETW.2	Identify the natural resources needed to create a product.
CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
CS.K-2.8.2.2.ITH.2	Explain the purpose of a product and its value.
CS.K-2.8.2.2.NT.1	Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.
CS.K-2.8.2.2.ETW.4	Explain how the disposal of or reusing a product affects the local and global environment.
CS.K-2.8.1.2.NI.3	Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
CS.K-2.8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.