

Reading Grade 4 Trimester 3

Content Area: **ELA**
Course(s): **ELA Grade 1**
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS ELA

ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.4.1.B	Choose words and phrases to convey ideas precisely.
ELA.L.KL.4.1.C	Choose punctuation for effect.
ELA.L.KL.4.1.D	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
ELA.L.VI.4.3.B	Determine the meaning of words and phrases that allude to significant characters found in literature.
ELA.L.VI.4.3.C	Recognize and explain the meaning of common idioms, adages, and proverbs.
ELA.RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ELA.RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
ELA.RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
ELA.RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
ELA.RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
ELA.RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Rationale and Transfer Goals

Rationale for the Reading Standards

The fourth-grade reading standards focus on developing students' ability to think critically about texts and how they are constructed. By comparing and contrasting different points of view, students learn to recognize how narration shapes a story or account. Understanding the distinction between first- and third-person narration helps students grasp how the storyteller's perspective influences the reader's experience and interpretation.

(RL.PP.4.5)

Similarly, comparing multiple accounts of the same event or topic encourages students to identify biases, differing perspectives, and the impact of these perspectives on the information presented. This skill is essential for navigating a world filled with varying viewpoints and sources of information. (RI.PP.4.5)

Connecting text to visual and oral representations enhances comprehension and retention by engaging multiple senses and providing varied means of understanding content. Students develop a deeper understanding of how visuals and graphics support central ideas, reinforcing the notion that meaning is conveyed through more than just words. (RI.MF.4.6, RL.MF.4.6)

Additionally, analyzing how authors use facts, details, and explanations to support their ideas fosters critical thinking and allows students to evaluate the strength of an argument. This skill is crucial for distinguishing between well-supported reasoning and mere opinion. (RI.AA.4.7)

Finally, comparing and contrasting themes, topics, and patterns of events across different cultures and genres broadens students' understanding of the universal and diverse nature of human experience. It also builds cultural awareness and sensitivity, preparing students to engage thoughtfully with a wide range of texts and ideas. (RL.CT.4.8, RI.CT.4.8)

Transfer Goals for the Reading Standards

1. **Perspective Awareness and Critical Thinking:** Students will be able to analyze and compare different perspectives in both literary and informational texts, applying this skill in real-life situations where they encounter varying viewpoints, enabling them to understand and respect diverse perspectives.
2. **Multi-Modal Literacy:** Students will transfer their ability to make connections between textual content and visual or oral representations to other subjects and daily life, enhancing their overall comprehension and communication skills across various media.
3. **Analytical Evaluation:** Students will develop the ability to critically evaluate how authors use evidence and reasoning to support their ideas, applying this skill when assessing information in academic settings and beyond, such as when reading news articles, forming opinions, or making informed decisions.
4. **Cultural Understanding and Comparison:** Students will be able to compare and contrast themes and topics across cultures and genres, fostering an appreciation for diversity and enabling them to engage with a wide range of texts and cultural expressions in a thoughtful and informed manner.

Rationale for the Language Standards

The fourth-grade language standards emphasize the importance of mastering foundational language skills that

are essential for effective communication and comprehension across all areas of learning. These standards are designed to help students build a strong foundation in reading, writing, speaking, and listening, which are critical for academic success and lifelong learning.

Reading with accuracy and fluency (L.RF.4.4) is fundamental to understanding texts. When students read fluently, they can focus on comprehending the material rather than decoding words. This skill enhances their ability to engage with and enjoy a wide range of texts, thereby deepening their understanding and appreciation of literature and informational texts.

Understanding language conventions (L.KL.4.1) is crucial for clear and effective communication. By applying knowledge of grammar, punctuation, and sentence structure, students can express their ideas more precisely and understand others better, whether they are reading, writing, speaking, or listening.

Grasping figurative language, word relationships and nuances in meaning (L.VI.4.3) allows students to appreciate the richness of language. This understanding helps them to interpret and create more sophisticated texts, recognize subtle differences in meaning, and engage in more meaningful and effective communication.

Transfer Goals for the Language Standards

1. **Reading Comprehension and Fluency:** Students will develop the ability to read with accuracy and fluency, enabling them to comprehend and analyze texts in various subjects. This skill will be transferable to real-life situations where reading is required for learning, work, and personal growth, ensuring that they can understand and engage with written material efficiently.
2. **Effective Communication:** Students will be able to use their knowledge of language conventions to communicate clearly and effectively in writing and speaking. This skill will be essential in both academic and everyday contexts, allowing them to express their ideas confidently and understand others' communication more accurately.
3. **Interpretation of Language:** Students will be able to recognize and interpret figurative language, word relationships, and nuances in meaning. This skill will enhance their ability to understand and enjoy more complex texts, engage in more sophisticated discussions, and navigate the subtleties of language in various contexts, including literature, media, and social interactions.

Enduring Understandings

Enduring Understandings

1. **Reading Accuracy and Fluency (L.RF.4.4):** Accurate and fluent reading is essential for understanding and engaging with texts. Students recognize that fluency allows them to focus on

meaning rather than just decoding words, enhancing their overall comprehension.

2. **Language Conventions (L.KL.4.1):** Knowledge of language conventions is vital for clear and effective communication. Understanding grammar, punctuation, and sentence structure enables students to express themselves accurately and interpret others' communication across all forms of language use.
3. **Figurative Language and Word Relationships (L.VI.4.3):** Understanding figurative language, word relationships, and subtle differences in word meanings enriches communication and comprehension. Students learn that language carries deeper meanings and nuances that can influence interpretation and expression.
4. **Point of View in Narration (RL.PP.4.5):** The point of view from which a story is narrated shapes the reader's understanding of the narrative. Recognizing the differences between first- and third-person narrations allows students to compare and contrast perspectives, deepening their insight into the text.
5. **Multiple Accounts and Perspectives (RI.PP.4.5):** Comparing multiple accounts of the same event or topic reveals how different perspectives can influence the presentation of information. Students understand that analyzing these differences is key to critically evaluating the reliability and completeness of information.
6. **Connections Between Text and Visual/Oral Representations (RL.MF.4.6):** Texts can be enriched through connections to visual and oral representations. Students understand that these connections help to clarify and enhance comprehension, offering multiple ways to engage with and interpret a text.
7. **Supportive Role of Graphics and Visuals (RI.MF.4.6):** Graphics and visuals, such as illustrations, charts, and diagrams, play a critical role in supporting and reinforcing central ideas in texts. Students recognize that these elements can provide additional evidence and clarity, aiding in the understanding of complex concepts.
8. **Author's Use of Facts and Details (RI.AA.4.7):** Analyzing how authors use facts, details, and explanations to support their ideas helps students understand the reasoning behind the text. Students learn that strong arguments are built on well-supported ideas, which they can identify and evaluate in their reading.
9. **Themes and Cultural Perspectives in Literary Texts (RL.CT.4.8):** Literary texts from different cultures often explore similar themes, topics, and patterns of events. Students recognize that comparing and contrasting these elements helps them appreciate cultural diversity and the universal aspects of human experience.
10. **Themes and Cultural Perspectives in Informational Texts (RI.CT.4.8):** Informational texts from diverse cultures offer varied perspectives on similar themes, topics, and events. By comparing and contrasting these perspectives, students deepen their understanding of global issues and how culture influences the presentation of information.

1. Reading Accuracy and Fluency (L.RF.4.4):

- How does reading fluently and accurately affect my understanding of a text?

2. Language Conventions (L.KL.4.1):

- How do grammar, punctuation, and sentence structure impact the clarity and effectiveness of my communication?

3. Figurative Language and Word Relationships (L.VI.4.3):

- How does understanding figurative language enhance my interpretation of a text?

4. Point of View in Narration (RL.PP.4.5):

- How does the point of view from which a story is told shape my understanding of the narrative?
- What are the key differences between first- and third-person narrations, and how do they affect the story?

5. Multiple Accounts and Perspectives (RI.PP.4.5):

- What can I learn by comparing different accounts of the same event or topic?
- How do different points of view influence the way information is presented?

6. Connections Between Text and Visual/Oral Representations (RL.MF.4.6):

- How can visual or oral representations of a text deepen my understanding of its content?
- What connections can I make between specific descriptions in a text and their visual or oral counterparts?

7. Supportive Role of Graphics and Visuals (RI.MF.4.6):

- How do graphics and visuals help to clarify and support the central ideas in a text?
- In what ways can I use evidence to show how visuals contribute to my understanding of a topic?

8. Author's Use of Facts and Details (RI.AA.4.7):

- How does an author use facts, details, and explanations to support their ideas?
- What strategies can I use to analyze the strength of an author's reasoning in a text?

9. Themes and Cultural Perspectives in Literary Texts (RL.CT.4.8):

- What can I learn about different cultures by comparing themes and patterns in literary texts?
- How do similar themes and events in stories from different cultures reveal both unique and universal human experiences?

10. Themes and Cultural Perspectives in Informational Texts (RI.CT.4.8):

- How do authors from different cultures approach similar topics and themes in informational texts?
- What insights can I gain by comparing and contrasting the treatment of themes and events across different cultural perspectives?

Content, Learning Targets, and Activities

3rd Trimester																	
Month	Week	Standards	Learning Targets	Suggested Student-Centered Activity	F&P Resources	Other Resources	Assessment	Month	Week	Standards	Learning Targets	Suggested Student-Cent	F&P Resources	Other Resources	Assessment (best to do before activity)		

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2	Continue Reading Standard RI.PP.4.5	<p>-I can compare and contrast multiple accounts of the same topic in a well-crafted essay noting the similarities and the differences. I can analyze multiple accounts of the same event or topic, identify key similarities and differences in the information presented. I can explain how the point of view of each author or speaker shapes the inform</p>	<p>Suggested Theme - Reptiles</p> <p>-Text-to-World Connections: Encourage students to make connections between the point of view of the author and real-world events, issues, or their own experiences.</p> <p>- Students will explore different points of view by role-playing as authors of multiple accounts of the same topic. Students will be given a topic</p>	<p>IRA Gecko Lizard s, Frogs, and Polywogs</p>	<p>Story works</p> <p>-The Snake That's Eating Florida</p> <p>- Super Slime</p> <p>-This Frog Is See-Through</p> <p>- Zap!</p> <p>- Yum?</p> <p>- Don't Lick This Frog</p> <p>- Could This Dragon Save Your Life?</p> <p>-The Python Brothers</p>	<p>Daily Check for Understanding</p> <p>- Reading Fluency Checks</p> <p>-Exit ticket - compare and contrast two accounts of the same topic noting similarities and differences</p> <p>-Exit ticket - identify the point of view of the author</p> <p>- Freckle Targeted Assignments RI.PP.4.5</p>																		
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3	Vocabulary Focus for month L.VI.4. 3: B New Reading Focus RL.PP. 4.5	<p>I can identify a first-person narrative. I can identify a third-person narrative. I can identify the point of view of a narrative. I can identify if the narrator is a character in the story</p> <p>I can determine the meaning of words and phrases that allude to significant characters found in literature.</p>	<p>Suggested Theme - Fairy Tales</p> <p>- Point of View Sorting Activity . Give students short passages written in first- or third-person , sorting mats or large sheets labeled "First-Person " and "Third-Person " . Groups read each passage and sort the passages into "First-Person " or "Third-Person " categories. Each group will present their sorting and explain</p>	IRA Fairy Tales Set	Story works - Pinocchio	<p>Daily Check for Understanding - Reading Fluency Checks</p> <p>Freckle Targeted Assignment for standard RL.PP. 4.5</p> <p>Exit Ticket - Identify and compare and contrast the point of view of two short passages</p> <p>- Freckle Targeted Assignments RL.PP. 4.5</p>																							
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2	<p>Continue Reading RI.AA. 4.7</p> <p>Review Standards needed for NJSLA</p>	<p>-I can consider how the author's evidence adds credibility, clarifies complex concepts, persuades the reader, or builds a strong argument. -I can consider how the author's evidence clarifies complex concepts. -I can consider how the author's evidence persuades the reader. -I can consider how the author's evidence builds</p>	<p>Suggested Theme - Animals in Captivity</p> <p>-In small groups, students read a passage and then discuss how the author develops a specific idea using facts and details. Each group can focus on a different paragraph or section of the text and then share their findings with the class. -After reading a persuasive text, students can prepare for a debate</p>	<p>IRA Ivan: The Remarkable True Story of the Shopping Mall Gorilla</p>	<p>Story works -The Wild Life of Christian the Lion - Alligator on the Loose - Should These Elephants Be in the Zoo?</p>	<p>Daily Check for Understanding - Reading Fluency Checks</p> <p>Freckle Targeted Assignment for standard RI.AA. 4.7</p> <p>Gorillas Freckle Assignment</p>																							
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	<p>character within the story using pronouns like "I" and "we" (e.g., "I walked to the park").</p> <ul style="list-style-type: none">• Third-Person Narration: Explain that in third-person narration, the story is told by an outside narrator using pronouns like "he," "she," "they," and "it" (e.g., "She walked to the park").	<p>that outline the characteristics of first- and third-person narrations with examples.</p> <ul style="list-style-type: none">• Guided Practice: Work with students in small groups to identify the point of view in various texts. Provide immediate feedback.• Point of View Worksheets: Use worksheets where students identify whether a story is told in the first or third person and explain how they know.• Comparative Analysis: Provide paired texts or passages—one written in the first person and the other in the third person—on the same topic or event. Have students compare how the point of view changes the story.• Creative Writing: Have students rewrite a passage from a story using a different point of view (e.g., change a first-person narrative to third person). Discuss how this changes the reader's experience.
Compare and contrast multiple accounts of the	• Multiple	• Modeling: Read

same event or topic; noting important similarities and differences in the point of view they represent.

Accounts: Explain that multiple accounts refer to different perspectives or versions of the same event or topic, often written by different authors or observed by different people.

- **Point of View:** Review the concept of point of view, emphasizing how different people might see or describe the same event in different ways.

two short texts that describe the same event or topic but from different perspectives. Highlight and discuss the differences and similarities in how the event is portrayed.

- **Anchor Charts:** Create visual aids that outline strategies for comparing and contrasting different accounts, including looking for differences in facts, opinions, and interpretations.
- **Venn Diagrams:** Use Venn diagrams to help students visually organize similarities and differences between the accounts.
- **Text Pairing:** Provide paired texts or passages on the same topic, one a primary source and the other a secondary source, or two different secondary sources. Have students compare how each text presents the information.
- **Comparative Essays:** Have students write essays comparing and contrasting two accounts of

		the same event or topic, discussing how the point of view influences the information presented.
Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	<p>Review Definitions and Examples:</p> <ul style="list-style-type: none"> • Textual Descriptions: Explain that textual descriptions provide details about people, places, events, and actions in a text. • Directions: Explain that directions in a text tell readers how to do something or guide them through a process. • Visual Representation: Introduce the idea that visual representations can include illustrations, diagrams, maps, or charts that depict what is described in the text. • Oral Representation: Explain that oral representations involve reading aloud or verbal explanations that bring the text to life. 	<p>-Modeling: Read a passage aloud that includes detailed descriptions or directions. Show an accompanying visual representation, such as a picture or diagram, and discuss how the two are connected.</p> <p>-Text and Image Pairing: Provide texts with accompanying images. Have students identify specific descriptions or directions in the text that match or explain the visuals.</p> <p>-Listening Comprehension: Read aloud a passage that includes directions or descriptions, and have students create a drawing or diagram based on what they hear.</p> <p>-Text-Image Matching Stations: Set up stations with different texts and a variety of images or diagrams. Have students rotate through the stations, matching the text to the correct visual representation and explaining their choices.</p>
Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.	<p>Graphics and Visuals: Explain that graphics and visuals include illustrations, charts, graphs,</p>	<ul style="list-style-type: none"> • Modeling: Read a short informational text with accompanying

	<p>diagrams, timelines, and animations, and these elements help to convey information in a visual format.</p>	<p>visuals (e.g., a diagram or chart). Discuss how the visual supports the central idea of the text. Highlight specific elements in the visual that directly connect to key points in the text.</p> <ul style="list-style-type: none">• Anchor Charts: Create visual aids that outline the types of graphics and how they can be used to support central ideas in a text.• Graphic Analysis Worksheets: Provide worksheets with excerpts from texts and their related visuals. Have students answer questions that require them to explain how the visuals support the central ideas using evidence from both the text and the visuals.• Creative Projects: Have students create visuals (e.g., diagrams, charts, or timelines) to accompany a text they've read. They should explain how their visuals support the central ideas, using evidence from the text.• Summative Assessments: Use
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		<p>assessments that require students to analyze texts with visuals, identify the central ideas, and explain how the visuals support these ideas with specific evidence.</p>
<p>Analyze how an author uses facts, details, and explanations to develop ideas or to support their reasoning.</p>	<ul style="list-style-type: none"> • Introduce the concept of analyzing how an author uses facts, details, and explanations to support ideas or reasoning. • Facts: Define facts as statements that can be proven true and are used by authors to support their ideas. • Details: Explain that details are specific pieces of information that provide more depth or clarify the author's points. • Explanations: Describe explanations as the author's way of interpreting or clarifying facts and details to support their ideas or arguments. 	<p>Modeling: Read a short passage that includes facts, details, and explanations. Discuss how each element is used to support the author's main idea or reasoning.</p> <p>Guided Practice: Work with students in small groups to identify facts, details, and explanations in a text. Have them discuss how these elements contribute to the development of the author's ideas or support their reasoning.</p> <p>Close Reading: Engage students in close reading activities where they focus on identifying and analyzing the use of facts, details, and explanations. Encourage them to annotate the text, highlighting key elements and writing notes about how they contribute to the author's reasoning.</p> <p>Debate and Discussion: Organize debates or discussions where students must defend a position using facts, details, and explanations from a text. This helps them see how authors use these elements to</p>

		strengthen arguments.
<p>Compare and contrast the treatment of similar themes, topics, and patterns of events in literary and informational texts from authors of different cultures.</p>	<p>Definitions and Examples:</p> <ul style="list-style-type: none"> • Themes: Define themes as the underlying messages or central ideas that run through a text, such as friendship, courage, or justice. • Topics: Explain that topics are the subjects or main ideas around which a text is centered, such as family, nature, or history. • Patterns of Events: Describe patterns of events as the sequence or structure of events that occur in a narrative or informational text. • Cultural Context: Discuss how authors from different cultures may approach similar themes, topics, or events in unique ways, influenced by their cultural backgrounds. 	<p>Modeling: Read aloud two short texts (one literary and one informational) that share a common theme or topic but are from different cultural perspectives. Discuss how each author treats the theme or topic, noting similarities and differences.</p> <p>Venn Diagrams: Use Venn diagrams to help students visually organize similarities and differences in how different cultures approach the same theme, topic, or pattern of events in both literary and informational texts.</p> <p>Cultural Exploration: Introduce students to stories, myths, and informational texts from various cultures. Encourage them to explore how cultural context influences the treatment of themes and topics.</p> <p>Class Discussions: Facilitate class discussions where students share their findings on how different cultures approach similar themes or topics in literature and informational texts. Encourage them to provide textual evidence to support their points.</p>

Career Awareness, Exploration, Preparation, and Training

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Life Literacies & Key Skills

TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
TECH.9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Interdisciplinary Connections

SCI.4.LS1.A	Structure and Function
SCI.4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
SCI.4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
SOC.6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources

and events.

SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
SOC.6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
SOC.6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
SOC.6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
SOC.6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.