

**Summit Public Schools  
Summit, New Jersey  
Grade 3 / Social Studies**

The fundamental purpose of social studies education in the Summit Public Schools is to ensure that all students develop as active, informed, responsible participants in a diverse democratic society. Social studies education must promote loyalty, love of country, and character as it prepares students to respond as intelligent and responsible citizens. Students acquire the ability to understand their world and to have the appreciation for the heritage of our nation with a background in civics, history, geography, and economics.

Citizen participation in a government is essential to a democracy. Students must develop an appreciation of the American constitutional system and an awareness and commitment to the rights and responsibilities of citizenship. They must be tolerant of those with whom they disagree. As citizens of the world, they must be provided with the knowledge and skills to be able to function culturally, politically, and economically in a global society.

The Summit Public School supports the New Jersey Core Curriculum Content Standards for Social Studies which define the knowledge and skills that students need to make informed and reasoned choices for the public good. We believe that all students can learn at high levels. We recognize the strengths in our diverse community. Our social studies program aims to achieve the following:

- Students will develop a knowledge base of common cultural elements in addition to concepts that will enable them to understand their heritage and communicate with others.
- Students will develop critical thinking skills in order to become lifelong learners and to evaluate issues of importance to all Americans.
- Students will acquire basic literacy in the core disciplines of social studies and will be able to apply this knowledge as active citizens.
- Students will become reflective thinkers who engage in meaningful productive work which helps in the development of skills.
- Students will develop an understanding of self and others in order to become participants in a global society.

By infusing objectives to meet the standards of New Jersey's evolvement of transportation, leadership, and innovation within each unit, the New Jersey Core Curriculum Content Standards for social studies are met and defined. In addition, through our curriculum and by incorporating the Holocaust/Genocide Curriculum guidelines, as well as the Amistad Commission's main objectives, we have designed a program that will prepare students for national and global citizenship.

Finally, our Social Studies program is designed around the following Common Core State Standards:

## **Common Core State Standards - Reading**

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **Common Core State Standard – Writing**

### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Curriculum

### Unit 1 – Exploring the World in Spatial Terms

Standard 6.1 U.S. History: America in the World	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> <li>All students will acquire the knowledge and skills to think analytically about how the past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li> </ul>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>What are the benefits of maps and globes?</li> <li>How do maps, globes and other geographic tools help us understand a place better? How can we use this information to compare and contrast different locations around the world?</li> <li>How do maps and other geographic tools help us everyday?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Spatial thinking and geographic tools can be used to describe and analyze spatial patterns and organization of people, places, and environments on Earth.</li> <li>Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</li> </ul>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
6.1.4.B.1 Compare and contrast	

information that can be found on different types of maps, and determine when the information may be useful.	<ul style="list-style-type: none"> <li>• The three different types of map views include: ground level, bird's eye, and view from directly above (map view).</li> <li>• The four cardinal and four intermediate directions and how to place them on a compass rose.</li> <li>• What a map key is and how to use it.</li> <li>• What distance is and how to measure it using a map scale.</li> <li>• The differences between world maps and globes.</li> <li>• The earth is divided into hemispheres by the equator, the Prime Meridian, and the 180° line of longitude.</li> <li>• There are seven continents and four oceans on Earth.</li> <li>• Major natural and cultural features of each continent.</li> <li>• People around the world are both similar and different to people in North America.</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Exit slips <ul style="list-style-type: none"> <li>○ List three different types of maps and their respective uses.</li> <li>○ Draw a compass rose and label the four cardinal and four intermediate directions.</li> <li>○ The Prime Meridian is a line of _____.</li> <li>○ The equator is a line of _____.</li> <li>○ List the seven continents.</li> </ul> </li> <li>• Student self-assessment</li> <li>• Writing prompts <ul style="list-style-type: none"> <li>○ Your friend is going on vacation to Disney Land. What type of map should she bring on vacation? Provide at least three reasons to support your opinion.</li> <li>○ What are the differences between physical and political maps?</li> <li>○ How do maps and globes help us better understand the world we live in?</li> </ul> </li> <li>• Interactive Student Notebooks</li> <li>• Teacher observation</li> <li>• Written assessments</li> </ul>
6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.	
6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.	
6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	

	<ul style="list-style-type: none"> <li>• Projects <ul style="list-style-type: none"> <li>○ Create a personal map (room, backyard, playground, classroom, etc.) that includes a map key with at least five symbols.</li> <li>○ Make a balloon globe (<a href="http://pbskids.org/arthur/parentsteachers/lesson/world/pdf/Balloon_Globe.pdf">http://pbskids.org/arthur/parentsteachers/lesson/world/pdf/Balloon_Globe.pdf</a>)</li> </ul> </li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Given a map, identify the map view.</li> <li>• Create a personal map and identify the view.</li> <li>• Locate a compass rose and map key on a map.</li> <li>• Identify the symbols on a map and what they stand for.</li> <li>• Use a map scale to determine distance.</li> <li>• Identify similarities between maps and globes, by using a Venn diagram.</li> <li>• Locate the lines that divide the earth into hemispheres and label the hemispheres as northern, southern, eastern and western.</li> <li>• Name, locate, and label the continents and oceans.</li> <li>• Locate and label important natural and cultural features of each continent on a map, using an atlas.</li> </ul> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Calculate the distance between Summit, NJ and several other cities by using a map scale.</li> <li>• Identify the relative location of Summit, NJ on the globe, using lines of longitude and latitude.</li> <li>• Select two cities (each in a different continent) and research their climates, landmarks, wildlife, etc.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• For blank maps: <a href="http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1">http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1</a></li> </ul>
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	<ul style="list-style-type: none"> <li>• For maps games: <a href="http://www.maps.com/funfacts.aspx">http://www.maps.com/funfacts.aspx</a></li> <li>• Create a Google Earth tour.</li> </ul> <p>Media Literacy Integration Global Perspectives</p>
	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

Texts and Resources:

- *Exploring Where and Why Grade 3*. Chicago: Nystrom, 1998.  
Units 1 and 6 Lessons, Activity pages, maps, globes, and atlases.
- *Bringing the Rain to Kapiti Plain* (V. Aardema)

- *Here is the Tropical Rain Forest* (M. Dunphy)
- *How to Make an Apple Pie and See the World* (M. Priceman)
- *The Seven Continents* (W. Mara)
- *Welcome to North America!* (A.P. Sayre)
- *Maps and Globes* (J. Knowlton)
- *Mapping Penny's World* (L. Leedy)
- *How to Make a Cherry Pie and See the USA* (M. Priceman)
- Videos
  - Using Maps and Globes (2004)
  - Let's Talk Geography: Maps & Globes (2011)



## Unit 2 – Economics

Standard 6.1 U.S. History: America in the World	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> <li>All students will acquire the knowledge and skills to think analytically about how the past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li> </ul>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>How do people of different areas meet their wants and needs?</li> <li>How are different resources used to produce goods and services?</li> <li>How does the economy affect students, families, and communities?</li> <li>What is important to think about when deciding to spend money or not to spend it?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>People make decisions based on their needs, wants, and the availability of resources.</li> <li>Economics is a driving force for the occurrence of various events and phenomena in societies.</li> <li>Interactions among various institutions in the local, national, and global economies influence policymaking and societal outcomes.</li> <li>Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</li> </ul>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:

6.1.4.C.1 Apply <i>opportunity cost</i> to evaluate individuals' decisions, including ones made in their communities.	<ul style="list-style-type: none"> <li>• What is a “want” and what is a “need”?</li> <li>• The six basic human needs: shelter, clothing, rules, air, water, and food.</li> <li>• The role of money in every day life.</li> <li>• Distinguish the difference between goods and services.</li> <li>• Money is a way to measure the value of goods and services.</li> <li>• How the law of supply and demand affects prices.</li> <li>• The United States buys goods from other countries.</li> </ul>
6.1.4.C.3 Explain why <i>incentives</i> vary between and among producers and consumers.	
6.1.4.C.4 Describe how supply and demand influence price and output of products.	
6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.	
6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	
6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.	
6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.	<p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Exit slips <ul style="list-style-type: none"> <li>○ List three examples of each goods and services.</li> <li>○ Define <i>opportunity cost</i> and provide at least one example.</li> <li>○ Dunkin' Donuts provides (goods/services).</li> <li>○ The YMCA provides (goods/services).</li> <li>○ A television is a (want/need).</li> <li>○ The six basic human needs include _____, _____, _____, _____, _____, and _____.</li> </ul> </li> <li>• Student self-assessment</li> <li>• Writing prompts <ul style="list-style-type: none"> <li>○ Bobby wants to buy an iPod touch for \$200. He has saved \$150 so far, but needs to earn \$50 more to buy it. <ul style="list-style-type: none"> <li>▪ Give three ways Bobby can earn money for the iPod touch</li> <li>▪ Identify the iPod touch as a want or a need and explain why</li> </ul> </li> <li>○ How do you know whether a worker provides a good or a service? Provide at least one example of each to support your reason(s).</li> </ul> </li> <li>• Interactive Student Notebooks</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Written assessments</li> <li>• Projects <ul style="list-style-type: none"> <li>○ Working in a small group, figure out the most effective and economical way to complete a specific task (e.g., making PB&amp;J sandwiches for the entire school).</li> <li>○ Students come up with a product and try to market it to their classmates and analyze the impact that the law of supply and demand has on the price of their product.</li> <li>○ Given a map of one downtown Summit street, labeled with the names of stores/businesses, students must identify each store/business as providing a good, service, or both.</li> <li>○ Research one of the main exports of the U.S. and where it goes. Create a map to trace its route.</li> </ul> </li> <li>• Problem-Based Learning Tasks <ul style="list-style-type: none"> <li>○ Summit NEEDS you! – There is an open space for a store/business/restaurant in downtown Summit. Please consider the needs of the community and come up with a solution to fill this space. You must decide how much money you will need to start the business, as well as what resources, etc.</li> </ul> </li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Identify the difference between a want and a need, and to classify a give item appropriately.</li> <li>• Identify the basic human needs and their importance to sustaining human life.</li> <li>• Identify ways children earn and spend money. Explain how money is necessary to satisfy the basic human needs.</li> <li>• Identify on a community map where goods and services are offered.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Explain how money allows us to compare the values of different goods.</li> <li>• Create a chart to compare the values of services, and explain why some cost more than others.</li> <li>• Define the terms supply and demand.</li> <li>• Explain how a fluctuating supply affects price.</li> <li>• Explain how an increase and decrease in demand impacts price.</li> <li>• Find examples of good made in other countries.</li> <li>• Create a map to identify the source countries of goods made in other countries.</li> </ul> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Throughout the course of a day, calculate the resources that you use (i.e. milk, cereal, bike, etc.) and create a T-chart. Classify them as something you use to satisfy either a <i>want</i> or a <i>need</i>. Then, research their respective costs and find the sum of each column.</li> <li>• Create a poster urging your peers to reduce (conserve) the resources they use in order to save the environment.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• For economics-related games:  <a href="http://www.usmint.gov/kids/games/">http://www.usmint.gov/kids/games/</a>  <a href="http://www.epa.gov/recyclecity/gameintro.htm">http://www.epa.gov/recyclecity/gameintro.htm</a>  <a href="http://www.bos.frb.org/peanuts/indexnosound.htm">http://www.bos.frb.org/peanuts/indexnosound.htm</a>  <a href="http://www.practicalmoneyskills.com/games/">http://www.practicalmoneyskills.com/games/</a> </li> <li>• Use Inspiration to classify wants/needs and supply/demand</li> </ul> <p>Media Literacy Integration</p> <p>Global Perspectives</p>
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p>

	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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Texts and Resources:

- *Pigs Will Be Pigs* (A. Axelrod)
- *The Penny Pot* (S.J. Murphy)
- *The Coin Counting Book* (R.L. Williams)
- *Lemon & Ice & Everything Nice* (C. Weiskopf)
- *The Story of Money* (B. Maestro)
- Videos
  - How Our Economy Works (2005)
  - The Difference Between Wants and Needs (2002)
  - Piggy Banks to Money Markets (2005)
  - Buy Me That Too

### Unit 3 – Immigration

Standard 6.1 U.S. History: America in the World	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"><li>All students will acquire the knowledge and skills to think analytically about how the past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li></ul>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"><li>Why did people emigrate to the U.S.?</li><li>What challenges did new citizens face after leaving Ellis Island? (or after arriving in the United States)</li><li>Does the Industrial Revolution still impact us today?</li></ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"><li>Immigrants can become and obtain the rights of American citizens.</li><li>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</li><li>Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li><li>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.</li><li>Cultures struggle to maintain traditions in a changing society.</li><li>People view and interpret events differently because of the times in</li></ul>

	which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• The impact of the Industrial Revolution.</li> <li>• The reasons people emigrated from their homelands and the significance of their personal heritage.</li> <li>• How people prepared to leave their homelands.</li> <li>• The immigrant's view of the transatlantic journey.</li> <li>• The immigrants' Ellis Island experience.</li> <li>• The problems faced by immigrants once in America.</li> <li>• The challenges experienced by working children during the Industrial Revolution in America.</li> <li>• The major ethnic groups that settled in New Jersey and their original locations.</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Exit slips <ul style="list-style-type: none"> <li>○ The difference between immigration and emigration is _____.</li> <li>○ Ellis Island was an immigration station from _____ to _____.</li> <li>○ Three reasons that you would not be admitted into Ellis Island are: _____, _____, and _____.</li> </ul> </li> <li>• Student self-assessment</li> <li>• Writing prompts <ul style="list-style-type: none"> <li>○ What motivated the immigrants to leave their country and come to America?</li> </ul> </li> </ul>
6.1.4.A.13 Describe the process by which immigrants become United States citizens.	
6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.	
6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.	
6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.	
6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration to America's growth as a nation, historically and today.	
6.1.4.D.14 Trace how the American identity evolved over time.	
6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	

	<ul style="list-style-type: none"> <li>○ Imagine you are in line at Ellis Island. What are some of the things that you are thinking about? Write a letter to a friend back home to tell them about your first impressions of America.</li> <li>○ Was immigration a positive or negative thing for the United States as a country? Please provide examples to support your opinion.</li> </ul> <ul style="list-style-type: none"> <li>• Interactive Student Notebooks</li> <li>• Teacher observation</li> <li>• Written assessments</li> <li>• Projects <ul style="list-style-type: none"> <li>○ Research the story of an immigrant who came to American during the early 1900s. Then, interview a person who has recently (within the last five years) immigrated to the United States. Compare/contrast their experiences by creating a Venn diagram.</li> <li>○ Research your family lineage and identify the first people in your family to have immigrated to the United States, as well as their reasons for having done so.</li> </ul> </li> <li>• Problem-Based Learning Tasks <ul style="list-style-type: none"> <li>○ Ellis Island Simulation</li> </ul> </li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Identify the changes that took place during the Industrial Revolution. (Farm Factories)</li> <li>• Identify important inventions and place them on a timeline.</li> <li>• Identify and explain at least three reasons for immigration.</li> <li>• List the five categories of items packed and explain their significance.</li> <li>• Create a personal “Bundle of Memories”.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Describe the difference between steerage and first class travel.</li> <li>• Describe the conditions in a typical steerage crossing.</li> <li>• Define culture shock and identify examples.</li> <li>• Identify and describe the work and working conditions of child laborers.</li> <li>• Compare and contrast children's lives then to children's lives now.</li> <li>• Identify the major ethnic groups that immigrated to New Jersey.</li> </ul> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Using the information found at: <a href="http://teacher.scholastic.com/activities/immigration/immigration_data/">http://teacher.scholastic.com/activities/immigration/immigration_data/</a>, choose one decade. Then, look at the total number of immigrants that came from each continent during this ten-year period. Now, determine the fraction (and percentage) of immigrants from each continent in this time period.</li> <li>• Research at least one infectious disease brought to the United States by means of immigration.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Useful websites:  <a href="http://teacher.scholastic.com/activities/immigration/index.htm">http://teacher.scholastic.com/activities/immigration/index.htm</a>  <a href="http://www.thestatueofliberty.com/ellis_island.html">http://www.thestatueofliberty.com/ellis_island.html</a>  <a href="http://pbskids.org/bigapplehistory/immigration/index-flash.html">http://pbskids.org/bigapplehistory/immigration/index-flash.html</a> </li> </ul> <p>Media Literacy Integration</p> <p>Global Perspectives</p>
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p>

	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	

Texts and Resources:

- *Coming to America* (B. Maestro)
- *If Your Name Was Changed at Ellis Island* (E. Levine)
- *Dreaming of American: An Ellis Island Story* (E. Bunting)
- *A Picnic in October* (E. Bunting)
- *Immigrant Girl: Becky of Eldridge Street* (B. Harvey)
- *The Long Way to a New Land* (J. Sandin)
- *Immigrant Kids* (R. Freedman)
- *Letters from Rifka* (K. Hesse)

- *Kids at Work* (R. Freedman)
- *Good Girl Work* (C. Gourley)
- *Growing Up in Coal Country* (S.C. Baroletti)
- *No Time for School, No Time for Play* (R. & W. Cahn)
- *The Hand-Me-Down Horse* (M.H. Pomeranc)
- *The Bobbin Girl* (E.A. McCully)
- *The Arrival* (S. Tan)
- *At Ellis Island: A History in Many Voices* (L. Peacock)
- *Becoming a Citizen* (S. De Capua)
- *How People Immigrate* (S. De Capua)
- *Ellis Island* (E. Landau)
- Videos
  - *An American Tail* (2004)
  - *Dear America: So Far From Home* (1999)
  - *Dear America: Dreams in the Golden Country* (1999)

#### Unit 4 – Exploring the United States and Its Regions

Standard 6.1 U.S. History: America in the World	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"><li>All students will acquire the knowledge and skills to think analytically about how the past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li></ul>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"><li>How are regions of the United States characterized?</li><li>How are regions of the United States similar or different?</li><li>How does the culture of each region build the foundation of the United States?</li></ul>	Students will understand that... <ul style="list-style-type: none"><li>The world is comprised of nations that are similar to and different from the United States.</li><li>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and</li></ul>

	<p>environments on Earth.</p> <ul style="list-style-type: none"> <li>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> <li>Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</li> </ul>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.	<ul style="list-style-type: none"> <li>The United States is a big country that can be separated into regions based on location.</li> <li>Each major region is comprised of states.</li> <li>Different regions of the United States have varying cultural and natural features.</li> <li>The Earth can be divided using longitude and latitude lines for purposes of identifying specific locations.</li> <li>Based on natural and cultural resources, different U.S. regions can support different industries.</li> <li>Products and services vary depending upon the major industries and natural resources of an area.</li> </ul>
6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.	
6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.	
6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.	Sample Assessments:
6.1.4.B.8 Compare ways people choose to use and divide natural resources.	<ul style="list-style-type: none"> <li>Exit slips <ul style="list-style-type: none"> <li>There are _____ regions in the United States.</li> <li>There are _____ states in the United States.</li> <li>New Jersey is in the _____ region of the United States.</li> <li>The largest state (in terms of area) in the United States is</li> </ul> </li> </ul>
6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the	

American identity.	
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.	<ul style="list-style-type: none"> <li>○ _____.</li> <li>○ The smallest state (in terms of area) in the United States is _____.</li> <li>○ List at least two major landforms found in each region of the United States.</li> <li>• Student self-assessment</li> <li>• Writing prompts <ul style="list-style-type: none"> <li>○ How do the natural resources available within a region affect the industries that it can support? Provide an example or two to support your thoughts.</li> <li>○ You are a coal miner. Which region in the United States do you think would be best to live in? Why?</li> <li>○ How do lines of latitude and longitude help us to identify specific locations?</li> </ul> </li> <li>• Interactive Student Notebooks</li> <li>• Teacher observation</li> <li>• Written assessments</li> <li>• Projects <ul style="list-style-type: none"> <li>○ Create a brochure encouraging people to travel to one of the regions of the United States. Include the following information: <ul style="list-style-type: none"> <li>▪ What the climate is like</li> <li>▪ Major landforms</li> <li>▪ Tourist attractions</li> <li>▪ Products/resources for which the region is well-known</li> <li>▪ Goods/services available</li> </ul> </li> <li>○ Given a blank map of the United States, create a map key, in which you assign a color to each of the U.S. regions. Then, color in the states, accordingly.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Come up with a song to help you (and your peers) remember the names of the fifty states and their respective capitals.</li> <li>○ After being assigned a state in the Northeast region of the U.S., make a "suitcase" out of a manila file folder by adding handles. Put the name of the states and “bumper stickers” advertising the places that you “visited” on the front of the folder. Inside the folder, draw pictures of the state tree, flower, and bird. Then, make a map of the state and label the capital city, other major cities, major lakes, rivers, and mountains. Finally, write a paragraph to put inside the folder, including information such as the region the state is located in, bordering states, resources, industries, and climate. By cutting two slits in the fold of the folder, you can make a flap to attach the map to so that it pops up when you open the folder.</li> <li>• Problem-Based Learning Tasks <ul style="list-style-type: none"> <li>○ The Amazing Race – As a class, students work collaboratively to create an Amazing Race challenge for another class. Assigned to a “production group”, each group is responsible for the following: <ul style="list-style-type: none"> <li>▪ Representing the different U.S. regions</li> <li>▪ Investigating the various types of geographical regions (e.g., political regions, economic regions, vegetation regions, landform regions)</li> <li>▪ Creating a digital poster or poster board presentation to be posted on a classroom wiki for student reference</li> <li>▪ Including an “artifact” (e.g., stories, maps, songs, pictures) to further describe their specific region</li> </ul> </li> </ul> </li> </ul>
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#### Instructional Strategies:

- Identify and locate the five major regions of the United States on a map.
- Using a map, identify and locate states in each major region.
- Label natural and cultural features of the United States on a map.
- Differentiate and label by number and direction, lines of longitude and latitude on a map and a globe. Find and label locations based on degree and direction of major lines of longitude and latitude.
- Using a map, identify land-use areas of the United States and match specific industries to land-use areas.
- Identify the goods and services associated with specific industries.

#### Interdisciplinary Connections

- Students research the relative climate of each U.S. region, based on their location on the Earth.
- Students write to and/or Skype with pen pals from a different region in the U.S.

#### Technology Integration

- Useful websites:  
<http://www.postcardsfrom.com/>  
<http://www.factmonster.com/states.html>  
<http://www.50states.com/>  
<http://www.ipl.org/div/stateknow/>  
<http://www.mrsruss.com/Teachers/regions.html>
- Create a tour using Google Earth/maps

#### Media Literacy Integration



	Global Perspectives
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> </ul>

Texts and Resources:

- *Exploring Where and Why Grade 3*. Chicago: Nystrom, 1998.  
Unit 4 Lessons, Activity pages, maps, globes, and atlases
- *Social Studies Alive! Regions of Our Country*. Palo Alto, CA, 2003.
- *American Tall Tales* (M.P. Osbourne)
- *Mike Fink* (S. Kellogg)
- *Paul Bunyan* (S. Kellogg)
- *Sally Ann Thunder Ann Whirlwind Crockett* (S. Kellogg)

- *Davy Crockett* (S. Kellogg)
- *Stringbean's Trip to the Shining Sea* (V. Williams)
- *My Prairie Year* (B. Harvey)
- *Sugaring Time* (K. Lasky)
- *American Tall Tales* (A. Stoutenburg)
- *Read Aloud Plays: Tall Tales* (C. Pugliano-Martin)
- *Sarah, Plain and Tall* (P. MacLachlan)
- *The Scrambled States of America* (L. Keller)
- *The Scrambled States of America Talent Show* (L. Keller)
- Videos:
  - Scrambled States of America (2011)
  - Schoolhouse Rock: America (2007)

## Unit 5 – Symbols and Boundaries of New Jersey

Standard 6.1 U.S. History: America in the World	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> <li>• All students will acquire the knowledge and skills to think analytically about how the past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li> </ul>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>

<ul style="list-style-type: none"> <li>• Why is it important for states to have symbols and a motto as part of their state seal?</li> <li>• Why does a state have boundaries?</li> <li>• What boundaries are important to defining New Jersey?</li> <li>• What symbols and seals are significant to New Jersey?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>• Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>• Urban areas, worldwide, share common characteristics, but may also have cultural differences.</li> </ul>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• States use different symbols to represent themselves and which symbols represent New Jersey.</li> <li>• The symbols and motto on the New Jersey state seal were chosen for specific reasons.</li> <li>• New Jersey is part of the Northeastern United States and is bordered by other states in that region.</li> <li>• Some of New Jersey's borders are natural geographic landforms.</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Exit slips <ul style="list-style-type: none"> <li>○ New Jersey is part of the _____ region of the United States.</li> <li>○ New Jersey's natural borders include _____.</li> <li>○ The states that border New Jersey are: _____,</li> </ul> </li> </ul>
6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.	
6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.	
6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	

	<p>_____, and _____.</p> <ul style="list-style-type: none"> <li>• Student self-assessment</li> <li>• Writing prompts <ul style="list-style-type: none"> <li>○ Why is New Jersey known as the “Garden State”?</li> <li>○ What does the New Jersey state motto - “Liberty and Prosperity” - mean?</li> <li>○ Write a persuasive piece to encourage others to move to New Jersey. Provide at least three supporting details to buttress your argument.</li> </ul> </li> <li>• Interactive Student Notebooks</li> <li>• Teacher observation</li> <li>• Written assessments</li> <li>• Projects <ul style="list-style-type: none"> <li>○ Create a brochure encouraging people to travel to New Jersey. Include the following information: <ul style="list-style-type: none"> <li>▪ What the climate is like</li> <li>▪ Major landforms</li> <li>▪ Tourist attractions</li> <li>▪ Products/resources for which the region is well-known</li> <li>▪ Goods/services available</li> </ul> </li> <li>○ Given a blank map of the state of New Jersey, label each of the 21 counties.</li> <li>○ Design a new flag for the state of New Jersey. It must include: <ul style="list-style-type: none"> <li>▪ Motto</li> <li>▪ State bird</li> <li>▪ State nickname</li> <li>▪ State flower</li> </ul> </li> </ul> </li> <li>• Problem-Based Learning Tasks <ul style="list-style-type: none"> <li>○ Travel the State! – Your family wants to take a road trip this weekend to three different towns in New Jersey. Given a</li> </ul> </li> </ul>
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	<p>budget of \$100 per person, please make an itinerary of your day, as well as an allocated list of how you spend the money.</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"><li>• Given the six categories, identify each New Jersey symbol.</li><li>• Explain the significance of the motto and the major symbols on the state seal and why they were chosen.</li><li>• Label NJ and the surrounding states of New York, Delaware, and Pennsylvania on a map of the Northeast region.</li><li>• Label the Delaware and Hudson Rivers, the Atlantic Ocean, and the Delaware Bay on a blank map of New Jersey.</li></ul> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"><li>• Students calculate the area of New Jersey and compare it to the total area of the United States by writing it as a fraction, decimal (and percent).</li><li>• Compare and contrast different climates of the various regions of New Jersey.</li></ul> <p>Technology Integration</p> <ul style="list-style-type: none"><li>• Useful websites: <a href="http://www.postcardsfrom.com/">http://www.postcardsfrom.com/</a> <a href="http://www.factmonster.com/states.html">http://www.factmonster.com/states.html</a> <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a> <a href="http://slic.njstatelib.org/NJ_Information/NJ_by_Topic/NJ_Kids.php">http://slic.njstatelib.org/NJ_Information/NJ_by_Topic/NJ_Kids.php</a></li></ul> <p>Media Literacy Integration</p> <p>Global Perspectives</p>
	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p>

	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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Texts and Resources:

- Curriculum packet for New Jersey of symbols, seal and borders
- *New Jersey* (N. Campbell)
- *G is for Garden State* (E. Cameron & D. Ettlinger)
- *Good Night New Jersey* (A. Gamble)

## Unit 6 – The Holocaust

Standard 6.1 U.S. History: America in the World	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i>	<ul style="list-style-type: none"><li>• All students will acquire the knowledge and skills to think analytically about how the past and present interactions of people,</li></ul>

cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>• How do apathy and intolerance affect people's quality of life?</li> <li>• How can people be more tolerant of differences in communities?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</li> <li>• The United States' democratic system requires active participation of its citizens.</li> <li>• In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</li> <li>• People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</li> </ul>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• The meaning of prejudice.</li> <li>• Apathy, intolerance, and prejudice may have a negative impact on one's quality of life.</li> <li>• Personal actions and reactions with others may have a positive impact on one's quality of life and help deter the spread of intolerance and prejudice.</li> </ul> <p>Sample Assessments:</p>
6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.	
6.1.4.A.11 Explain how the fundamental rights of the individual and the common good for the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.	
6.1.4.A.15 Explain how and why it is important that people	



from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	<ul style="list-style-type: none"> <li>• Exit slips <ul style="list-style-type: none"> <li>○ Define prejudice.</li> <li>○ Define apathy.</li> <li>○ Define intolerance.</li> <li>○ Give three examples of prejudice that you have witnessed in school or in your community.</li> </ul> </li> <li>• Student self-assessment</li> <li>• Writing prompts <ul style="list-style-type: none"> <li>○ How did some immigrants experience prejudice? Provide an example to support your answer.</li> <li>○ Is it okay to be different? Why or why not?</li> <li>○ How is prejudice different from not liking someone?</li> <li>○ How did Dr. Martin Luther King, Jr. work to get rid of prejudice?</li> </ul> </li> <li>• Interactive Student Notebooks</li> <li>• Teacher observation</li> <li>• Written assessments</li> <li>• Projects <ul style="list-style-type: none"> <li>○ Each student is assigned a different country to research. Then, the class creates a quilt, in which each child decorates a patch of the quilt to be representative of the country that s/he studied. Finally, the quilt is displayed in the classroom to serve as a constant reminder that diversity is something to be appreciated rather than disrespected.</li> <li>○ Students read about the daily lives of kids in 25 different countries around the world (<a href="http://library.thinkquest.org/CR0212302/">http://library.thinkquest.org/CR0212302/</a>). They compare what they learn about these kids to their preconceived notions about kids in each specific country. They discuss how preconceived notions can be dangerous and ultimately at times, result in prejudice.</li> </ul> </li> </ul>
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	

- Problem-Based Learning Tasks
  - Is Different Okay? – Students examine this powerful question in a variety of different contexts and content areas. They consider characters in the books they are reading who are “different” and examine whether or not their differences are accepted. Ultimately, they reflect on their own differences and ways by which to encourage others to be more accepting of differences in our society at large.

#### Instructional Strategies:

- Give a definition for and examples of prejudice. Draw upon discussions from the immigration unit.
- Given an age-appropriate definition for apathy and intolerance.
- During shared reading of required and optional books, identify how apathy, intolerance, and prejudice affect one’s quality of life.
- Give positive alternatives to the intolerant actions of characters in literature.
- Explain a personal example of how apathy, intolerance or prejudice has affected their quality of life.

#### Interdisciplinary Connections

- Students consider the socioeconomic differences of different communities and different families within the same community (<http://www.tolerance.org/activity/making-cents-privilege>).
- Study the music and art characteristic of different countries and cultures around the world.

#### Technology Integration

- Useful websites:

	<a href="http://www.understandingprejudice.org/teach/elemact.htm">http://www.understandingprejudice.org/teach/elemact.htm</a> <a href="http://learningtogive.org/lessons/unit92/lesson1.html">http://learningtogive.org/lessons/unit92/lesson1.html</a> <a href="http://www.diversitycouncil.org/elActivities.shtml">http://www.diversitycouncil.org/elActivities.shtml</a> <a href="http://www.pbs.org/parents/arthur/lesson/world/">http://www.pbs.org/parents/arthur/lesson/world/</a>
	Media Literacy Integration Global Perspectives
	21 <sup>st</sup> Century Skills: Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration  Information Literacy  Media Literacy  Life and Career Skills  21 <sup>st</sup> Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy  Civic Literacy  Health Literacy

Texts and Resources:

- *The Terrible Things* (E. Bunting)
- *Molly's Pilgrim* (B. Cohen)

- *Angel Child, Dragon Child* (M.M. Surat)
- *The Patchwork Quilt* (V. Flourney)
- *The Keeping Quilt* (P. Polacco)
- *Be Good to Eddie Lee* (V. Fleming)
- *The Hundred Dresses* (E. Estes)
- *The Bobbin Girl* (E.A. McCully)
- *Who Belongs Here?* (M.K. Burns)
- *The Hand-Me-Down Horse* (M.H. Pomeranc)
- *The Christmas Tapestry* (P. Polacco)
- *The Story of Ruby Bridges* (R. Coles)
- *The Butterfly* (P. Polacco)
- *The Sneetches* (Seuss)
- *This is the Way We Eat Our Lunch* (E. Baer)
- *This is the Way We Go to School* (E. Baer)
- *Children from Australia to Zimbabwe: A Photographic Journey Around the World*
- Videos
  - Molly's Pilgrim (2008)
  - Overcoming Prejudice (2004)
  - Perfect Harmony (1991)

## Unit 7 – Current Events

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

**Big Ideas:** *Course Objectives / Content Statement(s)*

- All students will acquire the knowledge and skills to think analytically about how the past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What is a current event?
- Why are current events important?
- How do current events affect you?

**Enduring Understandings**

*What will students understand about the big ideas?*

Students will understand that...

- In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve problems.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

**Areas of Focus: Proficiencies  
(Cumulative Progress Indicators)**

Students will:

6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights

**Examples, Outcomes, Assessments**

Instructional Focus:

- That the phrase “current events” refers to reports of timely news from around the world.
- A news story answers certain key questions.
- There are many different sources of news stories and some are

and provide aid to individuals and nations in need.	geared for specific audiences.
6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.	<ul style="list-style-type: none"> <li>World events may have an impact on daily life.</li> </ul>
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	Sample Assessments:
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.	<ul style="list-style-type: none"> <li>Exit slips <ul style="list-style-type: none"> <li>The headline of the article is _____.</li> <li>One nonfiction feature found in the article is _____.</li> <li>An example of a photograph and caption in the article is _____.</li> </ul> </li> </ul>
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<ul style="list-style-type: none"> <li>Student self-assessment</li> <li>Writing prompts <ul style="list-style-type: none"> <li>What are important things to keep in mind when you're reporting on a current event?</li> <li>Where are places in your everyday life that you can find information about current events?</li> <li>Are current events usually written as non-fiction or fiction stories? How do you know?</li> </ul> </li> <li>Interactive Student Notebooks</li> <li>Teacher observation</li> <li>Written assessments</li> <li>Projects <ul style="list-style-type: none"> <li>Create a class newspaper, in which each student is assigned a "job" and must report (using the 5 Ws) on current events within the school, community, and the world.</li> </ul> </li> <li>Problem-Based Learning Tasks</li> </ul>
	Instructional Strategies:
	<ul style="list-style-type: none"> <li>Explain the phrase current events.</li> <li>Give at least two sources for information about current</li> </ul>

	<p>events.</p> <ul style="list-style-type: none"><li>• Identify the 5 W's of reporting: who, what, when, where, and why.</li><li>• Match each of the 5 W's to information from a given news story.</li><li>• Select appropriate sources for news information based on comprehension, readability, and interest.</li><li>• Verbally share a news story of personal interest.</li><li>• Read a news story and discuss its significance with peers.</li><li>• Summarize a news story and explain how it may affect them personally.</li></ul> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"><li>• Find a chart or graph in a newspaper or magazine. In a few sentences, explain how you would read and obtain information from this chart/graph to a friend.</li><li>• Find an article about something related to our current topic of study in science and/or math.</li></ul> <p>Technology Integration</p> <ul style="list-style-type: none"><li>• Useful websites: <a href="http://www.washingtonpost.com/lifestyle/kidspost">http://www.washingtonpost.com/lifestyle/kidspost</a> <a href="http://www.timeforkids.com/kid-reporters">http://www.timeforkids.com/kid-reporters</a></li></ul>
	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p>

	<p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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Texts and Resources:

- *Barack Obama: The Politics of Hope* (W. Davis)
- *Kids' Letters to President Obama* (B. Adler)
- *Weekly Reader*
- *Time for Kids*
- *Current Events*
- *Current Science*
- *Read*
- *Current Health*