

**Summit Public Schools  
Summit, New Jersey  
Grade Level / Content Area:**

**Curriculum**

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.

**Course Description: Unit 1: NJ Geography and Regions**

Students will apply knowledge of the unique characteristics of New Jersey's geography and regions to understand the variety of New Jersey's land and people. Students will apply knowledge of natural resources to better understand the growth of New Jersey and the relationship of humans to the physical environment.

**Standard 6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how 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.

**Big Ideas:**

**What are the physical characteristics, resources, and key locations of New Jersey and how do they affect the people and industries in those regions?**

<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>What is the relationship between New Jersey's region and its people and industries?</li><li>How have New Jersey inventions, scientific achievements, and transportation innovations contributed to the world?</li></ul>	<p>Students will understand that...</p> <p>On a map label key features of New Jersey. (Highlands, Pinelands, Hudson River, Delaware Bay and River, Atlantic Ocean)</p> <hr/> <p>Access information about New Jersey's major cities using text, charts, and maps.</p> <hr/> <p>Access information using a NJ map that has the counties and county seats labeled. Explain the importance of county seats.</p> <hr/> <p>Name the major categories of natural resources. (Water, plants, animals, minerals, air, soil).</p> <hr/> <p>Identify each resource as renewable or nonrenewable.</p> <hr/> <p>Describe the uses and importance of various resources</p> <hr/> <p>Locate, label, and list the characteristics of each region in New Jersey</p> <hr/> <p>Compare and contrast the regions</p> <hr/> <p>Analyze the current demographics of each region and how the characteristics and resources contribute to the economy and population of a region,</p> <hr/> <p>Attribute reasons why New Jersey is the most densely populated state in America</p> <hr/> <p>Who was Simon Lake and how did he invent the submarine?</p>

	Trace the history and development of New Jersey's transportation network at this point in American history, and how it led to growth of New Jersey.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
6.1.4.A.4: Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.	1. Where in the world is New Jersey?
6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.	2. How is New Jersey unique from other states?
6.1.4.A.6 Explain how national and state governments share power in the federal system of government.	3. How have people in New Jersey always been influenced by their environment?
6.1.4.A.7 Explain how the United States functions as a <a href="#">representative democracy</a> , and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.	4. How does the climate and natural resources of New Jersey help or hinder inhabitants?
6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.	5. What is the current infrastructure of New Jersey and what role does it play in New Jersey's economy?
6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.	Sample Assessments:
6.1.4.B.8 Compare ways people choose to use and divide natural resources.	<ul style="list-style-type: none"> <li>• Various informal observations</li> <li>• Interactive Social Studies Notebook</li> <li>• Social Studies Alive- <a href="http://tutorial.teachtci.com/">http://tutorial.teachtci.com/</a></li> <li>• Self Guided Tour-create a map of New Jersey and select a place to include that is historical, important to the economy, and educational</li> <li>• <a href="http://www.purposegames.com/game/new-jersey-counties-quiz">http://www.purposegames.com/game/new-jersey-counties-quiz</a> -New Jersey County Quiz</li> </ul>
6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.	Instructional Strategies:
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.	<ul style="list-style-type: none"> <li>• Interdisciplinary Connections</li> <li>• Technology Integration</li> </ul>
6.1.4.C.9 Compare and contrast how access to and use of	<a href="http://www.state.nj.us/index.shtml">http://www.state.nj.us/index.shtml</a> - The State of New Jersey Home Page <a href="http://www.nj.gov/nj/about/history/">http://www.nj.gov/nj/about/history/</a> - NJ State History <a href="http://www.gti.net/mocolib1/kid/county.html">http://www.gti.net/mocolib1/kid/county.html</a> - State & County Info Sites <a href="http://www.aboutnewjersey.com/AboutNewJersey/Facts/populationPeople.php">http://www.aboutnewjersey.com/AboutNewJersey/Facts/populationPeople.php</a> -NJ County <a href="http://www.aboutnewjersey.com/AboutNewJersey/Facts/populationPeople.php">http://www.aboutnewjersey.com/AboutNewJersey/Facts/populationPeople.php</a>

resources affects people across the world differently.	- About New Jersey
6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.	<ul style="list-style-type: none"> <li>Media Literacy Integration  <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a>- Hang out New Jersey</li> </ul>
6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.	<b>Primary Sources</b>
6.1.4.D.14 Trace how the American identity evolved over time.	1. Pledge of Allegiance - <a href="http://www.usflag.org/">http://www.usflag.org/</a>
6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	2. 100 Milestone Documents <a href="http://www.ourdocuments.gov/content.php?flash=true&amp;page=milestone">http://www.ourdocuments.gov/content.php?flash=true&amp;page=milestone</a>
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	3. Library of Congress – American Memory <a href="http://memory.loc.gov/ammem/index.html">http://memory.loc.gov/ammem/index.html</a> - Photographs and Documents
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.	4. U.S. Historical Census Data - <a href="http://mapserver.lib.virginia.edu/">http://mapserver.lib.virginia.edu/</a> <a href="http://www.census.gov/">http://www.census.gov/</a> - Primary source of state, county, and immigration information from the 1790 to 1960 census.
	5. U.S. Census Bureau - <a href="http://www.census.gov/">http://www.census.gov/</a> - Primary source for current data
	<ul style="list-style-type: none"> <li>Global Perspectives  <a href="http://www.usgennet.org/usa/nj/state/inventors.htm">http://www.usgennet.org/usa/nj/state/inventors.htm</a></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.	21 <sup>st</sup> Century Skills: Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration

	<u>Information Literacy</u> Media Literacy  Life and Career Skills  21 <sup>st</sup> Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy <a href="http://www.state.nj.us/transportation/publicat/people.pdf">www.state.nj.us/transportation/publicat/people.pdf</a> Civic Literacy  Health Literacy
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Texts and Resources:

- G is for Garden State: A New Jersey Alphabet, Eileen Cameron
- New Jersey (America the Beautiful, Second) R. Conrad Stein
- New Jersey Dingbats! State Facts in Code Carole Marsh
- New Jersey History Carol Marsh
- New Jersey Carol Marsh
- New Jersey (From Sea to Shining Sea, Second) by Elizabeth J. Scholl (Mar 1, 2008)
- New Jersey by Patricia K. Kummer (Aug 1999)
- Hidden New Jersey (Search & Seek Books) by Linda J. Barth and Hazel Mitchell (Feb 1, 2012)
- Voices from Colonial America: New Jersey: 1609-1776 (National Geographic Voices from Colonial America)
- New Jersey History (State Studies: Texas)

**Course Description: Unit 2: Lenape Indians and Native Americans**

Students will examine the arrival, settlements, and lifestyles of North America's first people.

**Standard 6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how 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.

**Big Ideas:**

1. *How was the Lenape way of life affected by the environment?*
2. *How was the Native American (including Lenape) culture altered due to the arrival of Europeans?*
3. *What the characteristics of the major northern Native American Cultures?*

<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 did the Northern Native American tribes' cultures shape their lives?</li><li>• How does the history of Native Americans in New Jersey continue to influence us today?</li></ul>	<p>Students will understand that...</p> <p>On a map locate the Bering Strait and trace North and South American migration routes.</p> <hr/> <p>Differentiate between nomadic and agrarian cultures.</p> <hr/> <p>Distinguish the three Lenape areas in New Jersey</p> <hr/> <p>Describe the Lenape culture and recognize its influences.</p> <hr/> <p>Compare Lenape life to our lives today.</p> <hr/> <p>Identify the methods in which the Lenape utilized the natural resources of New Jersey</p> <hr/> <p>Become familiar with various tribes of Native Americans across the country</p> <hr/> <p>Compare and contrast the Lenape to other Native American tribes</p> <hr/> <p>Understand the effect the arrival of Europeans had on the Lenape</p> <hr/> <p>Compare and contrast the difference in Lenapes' life before and after the arrival of settlers</p> <hr/> <p>Trace the history and development of New Jersey's transportation network at this point in American history, and how it led to growth of New Jersey.</p>
<b>Areas of Focus: Proficiencies</b>	<b>Examples, Outcomes, Assessments</b>



(Cumulative Progress Indicators)	
<p>Students will:</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <hr/> <p>6.1.4.B.8 Compare ways people choose to use and divide natural resources.</p> <hr/> <p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <hr/> <p>6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.</p> <hr/> <p>6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.</p> <hr/> <p>6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <hr/> <p>6.1.4.D.1: Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <hr/> <p>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.</p> <hr/> <p>6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p> <hr/> <p>6.1.4.D.14 Trace how the American identity evolved over time.</p> <hr/> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <hr/> <p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or</p>	<p>Instructional Focus:</p> <ol style="list-style-type: none"> <li>1. What are the various theories as to the origins of the Native Americans?</li> <li>2. What were various Native American tribes and where did they live? What were their similarities and differences?</li> <li>3. Who were the Lenape Indians?</li> <li>4. How did Native Americans and the Lenape Indians in particular, use natural resources in their daily life?</li> <li>5. What effect did the arrival of the settlers have on the Indians, Particularly the Lenape.</li> <li>6. What was New Jersey's infrastructure at this point in history and what role does it play in New Jersey's economy?</li> </ol> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Compare and contrast Native American life before and after the settlement of Europeans.</li> <li>• Various informal observations</li> <li>• Interactive Social Studies Notebook</li> <li>• Timelines and comparisons of various tribes and historical events</li> <li>• Social Studies Alive- <a href="http://tutorial.teachtc.com/">http://tutorial.teachtc.com/</a></li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Interdisciplinary Connections</li> <li>• Technology Integration</li> </ul> <p><b>GENERAL INFORMATION</b></p> <ol style="list-style-type: none"> <li>1. Sioux - <a href="http://lcweb2.loc.gov/ammem/omhhtml/omhhome.html">http://lcweb2.loc.gov/ammem/omhhtml/omhhome.html</a> - recordings of songs from the 1800's</li> <li>2. Sioux Buffalo Dance - filmed by Thomas Edison in 1894 <a href="http://memory.loc.gov/cgi-bin/query/D?paper:1:./temp/~ammem_kpzB::">http://memory.loc.gov/cgi-bin/query/D?paper:1:./temp/~ammem_kpzB::</a></li> </ol>

individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Sioux Ghost Dance - filmed by Thomas Edison in 1894 -

[http://memory.loc.gov/cgi-bin/query/D?papr:2:./temp/~ammem\\_kpzB::](http://memory.loc.gov/cgi-bin/query/D?papr:2:./temp/~ammem_kpzB::)

3. Native American Circle of Stories by PBS -

<http://www.pbs.org/circleofstories/>

4. Native American Clothing for 39 tribes -

<http://www.nativetech.org/clothing/regions/regions.html>

5. Native American Housing -

<http://www.kstrom.net/isk/maps/houses/housingmap.html>

6. Peabody Museum Collection-Inuit & Navajo artifacts -

<http://140.247.195.10/col/browse.cfm?ListKey=227> - select item then click on thumb and image to view

7. Buffalo Hides - Smithsonian Institute

<http://americanhistory.si.edu/buffalo/?CFID=15373581&CFTOKEN=72197468>

### **LENAPE**

1. INTRO : Lenape -New Jersey's First Inhabitants - select # 1 after intro song

<http://www.state.nj.us/state/historykids/NJHistoryKids.htm>

2. Lenape Lifeways - <http://www.lenapelifeways.org/>

3. Scenes from the Eastern Woodlands - <http://www.nativetech.org/scenes/>

4. Jamestown Indian Village - 360° view of a long house -

[http://www.cnr.berkeley.edu/departments/espm/env-hist/espm160/assignments/jamestownall/jamesi\\_pan.htm](http://www.cnr.berkeley.edu/departments/espm/env-hist/espm160/assignments/jamestownall/jamesi_pan.htm)

5. Mohawk -Iroquois Village - New York State Museum -

<http://www.nysm.nysed.gov/IroquoisVillage/>

6. NATIVE TECH WEBSITE - Original articles focusing on the Eastern Woodlands providing historical and contemporary background, technical instruction and references - <http://www.nativetech.org/>

### **INUIT**

1. The Inuit (The People) - <http://www.ih.k12.oh.us/ps/Inuit/Maininuit.htm>

2. Inuit Umiaks - Canadian Museum -  
<http://www.civilization.ca/cmc/exhibitions/aborig/watercraft/wau01eng.shtml>

3. Artic Whalers -  
<http://www.civilization.ca/cmc/exhibitions/aborig/fp/fpz3a11e.shtml>

4. Digital Collection of the Northwest - University Of Washington -  
<http://content.lib.washington.edu/aipnw/index.html>

5. [Inuit man](#) 1903 - <http://content.lib.washington.edu/u?/alaskawcanada,2363>

6. [Inuit Family](#) - 1903 - <http://content.lib.washington.edu/u?/alaskawcanada,2368>

7. [Inuit men under a Umiak](#) -1903 -  
<http://content.lib.washington.edu/u?/alaskawcanada,2426>

### **TLINGIT**

1. Northwest Indians -

<http://inkido.indiana.edu/w310work/romac/nwindian.htm>

2. First Americans -

<http://www.ic.arizona.edu/ic/kmartin/School/tingitcloth.htm>

3.. Tlingit - Smithsonian Museum of History

<http://www.mnh.si.edu/arctic/features/croads/tingit.html>

4. Tlingit photographs - University of Washington Library -

<http://content.lib.washington.edu/aipnw/>

5. Alaskan Tlingit Tribes - University of Washington Library

<http://content.lib.washington.edu/aipnw/miller1.html>

6. Potlatch - Then & Now

<http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/potlatch/raven.htm>

## **NAVAJO**

1. Native Americans of the Southwest - **click on Navajo** -

<http://www.nhusd.k12.ca.us/ALVE/NativeAmerhome.html/nativeamhome.html>

2. Navajo by Arizona students -

<http://www.mce.k12tn.net/indians/reports2/navajo.htm>

## **PLAINS INDIANS**

1. Plains Indians - <http://inkido.indiana.edu/w310work/romac/plains.html>

2. Buffalo on the Plains - 360° panorama view -

[http://www.cnr.berkeley.edu/departments/espm/env-hist/espm160/assignments/buffalo/buff\\_pan.htm](http://www.cnr.berkeley.edu/departments/espm/env-hist/espm160/assignments/buffalo/buff_pan.htm)

	<p>3. Sioux Indians History - <a href="http://www.newadvent.org/cathen/14017a.htm">http://www.newadvent.org/cathen/14017a.htm</a></p> <p>4. Sioux Indians - <a href="http://www.sonofthesouth.net/union-generals/sioux-indians/sioux-indians.htm">http://www.sonofthesouth.net/union-generals/sioux-indians/sioux-indians.htm</a></p> <ul style="list-style-type: none"> <li>• Media Literacy Integration</li> <li>• Global Perspectives</li> </ul>
<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> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <li>• Compare and contrast different housing structures used by Indians around the country. How did their habitat affect their homes? What evidence do we see of the way they built their homes to structures around us today?</li> </ul> <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>

Texts and Resources:

- [We Are the Many: A Picture Book of American Indians](#) [Ages 7-9]
- — Terry, Michael Badhand  
[Daily Life in a Plains Indian Village 1868](#) — Yue, Charlotte and David  
[The Igloo](#)  
[The Pueblo](#)  
[The Tipi](#)  
[The Wigwam and the Longhouse](#)
- Chelsea House Publications on Native American Tribes
- Children's Press True Books on Native American Tribes
- — Brown, Tricia  
[Children of the Midnight Sun: Young Native Voices of Alaska](#)
- — Bruchac, Joseph  
[Between Earth & Sky: Legends of Native American Sacred Places](#) (sacred sites)  
[Trail of Tears](#) (Cherokee)  
 Squanto's Journey  
[Jim Thorpe's Bright Path](#) [A biography of Native American athlete Jim Thorpe, focusing on how his boyhood education set the stage for his athletic achievements which gained him international fame and Olympic gold medals. Author's note details Thorpe's life after college.] (Ages 6-9)
- — Bragg, Lynn and Virgil Marchand  
[A River Lost](#) (an alternative to Brother Moon, Sister Sky—a book based on a made up event.)
- — Caduto, Michael and Joseph Bruchac  
[Keepers of the Animals: Native American Stories and Wildlife Activities for Children](#)  
[Keepers of the Animals Teacher's Guide](#) : Native American Stories and Wildlife Activities for Children
- — Hungry Wolf, Beverly  
[Ways of My Grandmothers](#) (Siksika/Blackfoot—crafts, tales, memories)

- — Kessel, Joyce  
[Squanto and the First Thanksgiving](#)
- — [Lelooska, Chief](#)  
[Echoes of the Elders](#) (Kwakiutl-Northwest)  
[Spirit of the Cedar People](#) (Kwakiutl-Northwest)
- — [Lourie, Peter](#)  
The Lost World of The Anasazi: Exploring The Mysteries Of Chaco Canyon  
Everglades: Buffalo Tiger and the River of Grass
- — Maher, Ramona  
Alice Yazzi's Year (Navajo poems)

**Course Description: Unit 3: Exploration, Colonization, and the English**

Students will understand the reasons for explorations and the effect it had on the settlements in the New World. Students will trace the settlements in New Jersey and the transfer of power from the Dutch to the English and the effect of these settlements on the Native Americans.

<b>Standard 6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how 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.	
<b>Big Ideas:</b> <ol style="list-style-type: none"> <li>1. How did the desire to find a water route to the Indies lead to the discovery and exploration of the New World?</li> <li>2. How were the three colonial regions (New England, Middle, and Southern) formed and what were their similarities and differences?</li> <li>3. How were the colonists' lives affected by the environment?</li> <li>4. How does the colonization of the future United States lead to diverse claims of ownership?</li> </ol>	
<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 do people explore?</li> <li>• How did the European's chosen pathways affect their exploration experience?</li> <li>• How did the environment affect the colonists' lives?</li> <li>• How were the three colonies formed and what were their similarities and differences?</li> <li>• Was colonial America a socially equal society?</li> </ul>	Students will understand that...
	Define the Northwest Passage. What led to the desire to find a Northwest Passage?
	Describe the effect these explorers had on exploration and colonization.
	List the reasons settlers came to the New World
	Compare and contrast the lifestyles of the European settlers and the Native Americans.
	Explain the causes and effects as the colony of NJ changed hands from the Dutch to the English.
	Identify the effects of increased contact between the European settlers and the Lenape.
	Analyze the difference between the settlers and immigrants today
	Understand the importance of trade and how the affect on the global market
	Compare and contrast the world before and after international trade and exploration began.
	Identify key explorers such as Marco Polo, Christopher Columbus, Henry Hudson and their effect on the world, and New Jersey
	Trace the history and development of New Jersey's transportation network at this point in American history, and how it led to growth of New Jersey.
<b>Areas of Focus: Proficiencies</b>	<b>Examples, Outcomes, Assessments</b>



(Cumulative Progress Indicators)	
Students will: 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.	<p>Instructional Focus:</p> <ol style="list-style-type: none"> <li>1. Why did people explore?</li> <li>2. Who were famous explorers, and what did they discover?</li> <li>3. How did the world change as a result of exploration?</li> <li>4. Who discovered America?</li> <li>5. How did Henry Hudson discover New Jersey?</li> <li>6. What was New Jersey's infrastructure at this point in history and what role does it play in New Jersey's economy?</li> </ol> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Debate of the most important world explorer</li> <li>• Various informal observations</li> <li>• Various Teacher Made Assessments</li> <li>• Interactive Social Studies Notebook</li> <li>• Timelines and comparisons of various explorers and historical events</li> <li>• Social Studies Alive- <a href="http://tutorial.teachtc.com/">http://tutorial.teachtc.com/</a></li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Interdisciplinary Connections</li> <li>• Technology Integration</li> </ul> <p><b>GENERAL INFORMATION ABOUT EXPLORING</b></p> <p><b>Bering Land Bridge</b>-to view animation, click on Large Window link - <a href="http://instaar.colorado.edu/QGISL/bering_land_bridge/">http://instaar.colorado.edu/QGISL/bering_land_bridge/</a></p> <p><b>PALE - Coastline changes</b> - animation <a href="http://www.ncdc.noaa.gov/paleo/parcs/atlas/beringia/images/movies/lbridge.avi">http://www.ncdc.noaa.gov/paleo/parcs/atlas/beringia/images/movies/lbridge.avi</a></p>
6.1.4.A.15 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.	
6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.	
6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.	
6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.	
6.1.4.B.8 Compare ways people choose to use and divide natural resources.	
6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.	
6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.	
6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.	
6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology,	

and/or the labor force have played in economic opportunities.	
6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.	
6.1.4.C.15 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.	
6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	
6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.	
6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.	
6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.	
6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.	
6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.	
6.1.4.D.14 Trace how the American identity evolved over time.	
6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the	
	<p><b>VIKINGS</b></p> <p><b>Discovering Vikings at L'anse aux Meadows</b>  <a href="http://www.danishnet.com/info.php/vikings/north-america-150.html">http://www.danishnet.com/info.php/vikings/north-america-150.html</a></p> <p><a href="http://library.thinkquest.org/J002678F/why.htm">http://library.thinkquest.org/J002678F/why.htm</a> <b>Thinkquest</b>  <a href="http://www.hurstwic.org/history/articles/daily_living/text/Turf_Houses.htm">http://www.hurstwic.org/history/articles/daily_living/text/Turf_Houses.htm</a> - <b>L'anse aux Meadows</b></p> <p>4. <a href="http://www.bbc.co.uk/history/ancient/vikings/launch_vt_viking_farm.shtml">http://www.bbc.co.uk/history/ancient/vikings/launch_vt_viking_farm.shtml</a> <b>BBC</b></p> <p>5. <a href="#">Viking Age Farm at Ribbleshead</a> - <b>BBC</b></p> <p>6. <a href="#">Viking Voyage</a> - Smithsonian Institute</p> <p>7. <a href="#">The Vikings</a> - Snaith School, UK</p> <p>8. <a href="#">Vikings</a> - PBS</p> <p>9. <a href="#">Viking Artifacts</a> - British Museum</p> <p>1. <a href="#">Why explorers explored the world</a> Columbus, Cortez, Cabot, Cartier</p> <p>2. <a href="#">North Atlantic Crossings</a> by Civilization (Cabotto, Verrazzano, Cartier, Frobisher, Davis, Champlain and Hudson)</p> <p>3. <a href="#">World Flags</a> - Enchanted Learning</p> <p>4. <a href="#">Portuguese Caravel's</a> Enchanted Learning</p> <p>5. <a href="#">Portuguese ships</a></p> <p>6. <a href="#">Living in the Atlantic World</a> - National Geographic</p> <p>7. <a href="#">Voyage of Exploration: Expeditions by Continent</a> - Thinkquest</p> <p>Hudson, Erikson, Columbus</p> <p>8. <a href="#">How latitude changed navigation</a> ...But With Latitude In 1516 They Knew</p> <p>9. <a href="#">Early navigation methods</a></p> <p>The Mariners' Museum - Newport News, Va.</p> <p>10. <a href="#">The Marco Polo Odyssey</a> by National Geographic</p> <p><b>B. BIOGRAPHIES OF THE EXPLORERS</b></p> <p>1. <a href="#">Explorers</a> by Enchanted Learning</p> <p>2. <a href="#">Explorers:</a> Columbus, Drake, deSoto - Junior Thinkquest</p> <p>4. <a href="#">Fact Monster</a> - Do a search with the name of your explorer</p>

<p>American identity.</p> <hr/> <p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <hr/> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <hr/>	<p>5. <a href="#">THE EXPLORERS biographies</a> Mariner's Museum</p> <p>7. <a href="#">Epic Voyages</a> Hudson, Columbus by Thinkquest</p> <p>8. <a href="#">Explorers Timeline</a> Columbus, Cortez, Cartier</p> <p>9. <a href="#">Explorers of the Millenium</a> - Thinkquest</p> <p>Including Columbus, Cabot, Drake, Champlain, Hudson and Magellan</p> <p>10. <a href="#">Voyage of Exploration: Expeditions by Continent</a> - Thinkquest</p> <p>Hudson, Erikson, Columbus</p> <p>12. <a href="#">Pages on Discovers Web</a></p> <p>EXPLORER BY COUNTRY</p> <p>SPAIN</p> <p><a href="#">Spanish Explorers</a> - Thinkquest</p> <p>Columbus</p> <p><a href="#">Columbus Navigation</a></p> <p><a href="#">Christopher Columbus; man and myth</a></p> <p><a href="#">Christopher Columbus</a> by Mariner's Museum Coronado - 1510-1554</p> <p><a href="#">Coronado - PBS</a></p> <p>PORTUGAL</p> <p><a href="#">Prince Henry the Navigator</a></p> <p>ENGLAND</p> <p><a href="#">English Explorers</a> - Thinkquest</p> <p>Cabot</p> <p><a href="#">John Cabot</a> - Epic Voyages</p> <p><a href="#">John Cabot</a> - Thinkquest</p> <p><a href="#">John Cabot</a> - Heritage</p> <p>Drake</p> <p><a href="#">A Very Basic Biographical Sketch of Francis Drake</a></p> <p>Hudson</p>
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	<p><a href="#"><u>The Life and Voyages of Hudson</u></a>  <a href="#"><u>Images of the Half Moon</u></a></p> <p><b>FRANCE</b></p> <p><a href="#"><u>French Explorers</u></a> - Thinkquest  <b>Champlain</b></p> <p>Media Literacy Integration  <a href="#"><u>Ahoy Columbus</u></a> Scholastic Cyberhunt</p> <ul style="list-style-type: none"> <li>• Global Perspectives</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):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

Texts and Resources:

- [Who in the World Was The Forgotten Explorer?: The Story of Amerigo Vespucci](#) by [Lorene Lambert](#) and Jed Mickle (Dec 17, 2005) [Explorers of the New World, Grades 4 - 7](#) by Walter A. Hazen (Oct 6, 1994)
- [Magellan's World \(Great Explorers\)](#) by [Stuart Waldman](#) and Gregory Manchess (Oct 12, 2007)
- [Explorers Who Got Lost](#) by [Diane Sansevere-Dreher](#) and Ed Renfro (Feb 7, 2005)
- [Explorers Who Changed the World \(10 Series\)](#) by [Clive Gifford](#) and David Cousens (Oct 14, 2008)
- [The World Made New: Why the Age of Exploration Happened and How It Changed the World \(Timelines of American History\)](#) by [Marc Aronson](#) and John W. Glenn (Aug 14, 2007)
- [Christopher Columbus: Sailing to a New World \(In the Footsteps of Explorers\)](#) by [Adrianna Morganelli](#) (Mar 1, 2005)
- [Leif Eriksson: Viking Explorer of the New World \(Great Explorers of the World\)](#) by [Cheryl L. DeFries](#)
- [Christopher Columbus: Young Explorer \(Childhood of World Figures\)](#) by [Kathleen V. Kudlinski](#) (Mar 1, 2005)
- [Juan Ponce de Leon \(Explorers of the New Worlds\)](#) by [Daniel E. Harmon](#) (Feb 2000)
- [Adventures of the Treasure Fleet: China Discovers the World](#) by [Ann Martin Bowler](#) and Lak-Khee Tay-Audouard (Dec 15, 2006)
- [Henry Hudson \(Explorers of the New Worlds\)](#) by [Barbara Saffer](#) (Jul 2001)
- [Marco Polo: Amazing Adventures in China \(Great Explorers of the World\)](#) by [Stephen Feinstein](#) (Aug 1, 2009)

### Course Description: Unit 4: American Revolution

Students will examine the colonists' struggles with Great Britain and how they led to the American Revolution. Students will follow the key sequence of events of the Revolution and the beginning development of our nation. Key people and documents of this time period will be included in this unit.

Standard	
<b>6.3 Active Citizenship in the 21st Century</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <ol style="list-style-type: none"><li>1. How did major events and personalities lead to the American Revolution?</li><li>2. What reasons led Revolutionary leaders including George Washington, Thomas Jefferson, Ben Franklin, and Governor William Livingston to fight for independence from England?</li></ol>	
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 monumental arguments lead to war?</li><li>• Was New Jersey important to the Revolution?</li><li>• Did the Revolution shape America?</li><li>• Why was it important to have a Constitution and the Bill of Rights?</li></ul>	Students will understand that...
	Name the key taxes imposed by Great Britain and the colonists' response.
	Contrast the Loyalists and the Patriots.
	Explain the sequence of events that led to the first and second Continental Congresses.
	Describe the key events that led to the drafting of the Declaration of Independence and identify key elements of this document.
	Explain the contributions made by key individuals during the revolution.
	Explain how the Constitution and Bill of Rights promoted democratic principles and beliefs.
	Recognize important political figures and their contributions to the Revolution.
	Analyze the tribulations the British and Rebels faced
	Analyze the government of Great Britain and why it lost its control on the colonists.
	Recognize the change that occurred in the world as a result of the American

	<p>Revolution</p> <hr/> <p>Identify the challenges the new country faced</p> <hr/> <p>Trace the history and development of New Jersey's transportation network at this point in American history, and how it led to growth of New Jersey.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p>6.1.4.A.3 Determine how "fairness," "equality," and the "<a href="#">common good</a>" have influenced change at the local and national levels of United States government.</p> <p>6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.</p> <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.</p> <p>6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</p> <hr/> <p>6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.</p> <hr/> <p>6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States</p>	<p>Instructional Focus:</p> <ol style="list-style-type: none"> <li>1. What political events led to the anger of the Colonists with Great Britain?</li> <li>2. How did Great Britain respond to the Colonists' rebellion?</li> <li>3. Who were important leaders of the American Revolution, and what effect did they have on the revolution?</li> <li>4. What were important battles of the American Revolution?</li> <li>5. What role did New Jersey play in, and how was it affected by the American Revolution?</li> <li>6. What was New Jersey's infrastructure at this point in history and what role does it play in New Jersey's economy?</li> </ol> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Various informal observations</li> <li>• Interactive Social Studies Notebooks</li> <li>• Various Teacher Made Assessments</li> <li>• Social Studies Alive- <a href="http://tutorial.teachtc.com/">http://tutorial.teachtc.com/</a></li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Interdisciplinary Connections</li> <li>• Technology Integration</li> <li>• Media Literacy Integration</li> <li>• Global Perspectives</li> </ul>

<p>government.</p> <hr/> <p>6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.</p> <hr/> <p>6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.</p> <hr/> <p>6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <hr/> <p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <hr/> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	
<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>



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Texts and Resources:

- [American Revolution Battles and Leaders](#) by DK Publishing
- [Liberty or Death: The American Revolution: 1763-1783 \(American Story\)](#) by Betsy Maestro
- [In 1776 \(Scholastic Bookshelf\)](#) by Jean Marzollo
- [DK Eyewitness Books: American Revolution](#) by Stuart Murray
- [GEORGE WASHINGTON, SPYMASTER: HOW THE AMERICANS OUTSPIED THE BRITISH AND WON THE REVOLUTIONARY WAR](#) by Allen, Thomas B. ( Author ) on Jan-09-2007[ Paperback ] by Thomas B. Allen
- [Magic Tree House Fact Tracker #11: American Revolution: A Nonfiction Companion to Magic Tree House #22: Revolutionary War on Wednesday](#) by Mary Pope Osborne
- [George vs. George: The Revolutionary War as Seen by Both Sides](#) by Rosalyn Schanzer
- [You Wouldn't Want to Be at the Boston Tea Party!: Wharf Water Tea You'd Rather Not Drink](#) by David Salariya
- [When Washington Crossed the Delaware: A Wintertime Story for Young Patriots](#) by Lynne V. Cheney
- [Sybil Ludington's Midnight Ride \(On My Own History\)](#) by Marsha Amstel
- [The American Revolution \(Storyteller's History\)](#) by Steve Sheinkin
- [A Picture Book of John Hancock \(Picture Book Biography\)](#) by David A. Adler
- [A Picture Book of George Washington \(Picture Book Biography\)](#) by David A. Adler
- [Where Was Patrick Henry on the 29th of May?](#) by Jean Fritz
- [The Midnight Ride of Paul Revere](#) by Jeffrey Thompson
- [George Washington for Kids: His Life and Times with 21 Activities \(For Kids series\)](#) by Brandon Marie Miller
- [DK Biography: George Washington](#) by Lenny Hort
- [Let It Begin Here!: April 19, 1775: The Day the American Revolution Began \(Actual Times\)](#) by Don Brown
- [George Washington \(History Maker Bios \(Lerner\)\)](#) by Candice Ransom

### Course Description: Unit 5: Government

Students will understand the concept and importance of democracy. Students will learn about the three branches of government at the local, state, and national levels.

Standard	
<b>6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how 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.	
<b>Big Ideas</b> <ol style="list-style-type: none"><li>1. What are the basic values and principles of American democracy?</li><li>2. What are the branches and responsibilities of national, NJ state, and local governments, and how do they function?</li><li>3. What are the characteristics of New Jersey's government? How does it serve the citizens?</li><li>4. How did the development of industry and transportation contribute to the growth of New Jersey.</li></ol>	
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 basic values and principles of American democracy?</li><li>• How did New Jersey change and develop during this time period?</li></ul>	<p>Students will understand that...</p> <hr/> <p>Define democracy.</p> <hr/> <p>Contrast a democratic republic and an authoritative government.</p> <hr/> <p>Compare and contrast the government structure of national, state, and local governments.</p> <hr/> <p>Summarize the role of each of the three branches of government.</p> <hr/> <p>Describe the development of transportation networks in New Jersey.</p> <hr/> <p>Explain the role factories played in New Jersey's history.</p> <hr/> <p>Understand the origins of democracy</p> <hr/> <p>List examples of the three branches of government in the city, state, and national level</p> <hr/> <p>Understand how the new nation of America overcame challenges to establish itself as a government.</p> <hr/> <p>Compare and contrast the differences between Great Britain's government and America's government.</p>

	<p>Analyze how New Jersey's government was established.</p> <p>Define who Governor Livingston was, and the role he played in forming New Jersey's government.</p> <p>Trace the history and development of New Jersey's transportation network at this point in American history, and how it led to growth of New Jersey.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p>6.1.4.A.3 Determine how "fairness," "equality," and the "<a href="#">common good</a>" have influenced change at the local and national levels of United States government.</p> <p>6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.</p> <p>6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.4.A.6 Explain how national and state governments share power in the federal system of government.</p> <p>6.1.4.A.7 Explain how the United States functions as a <a href="#">representative democracy</a>, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p>	<p>Instructional Focus:</p> <ol style="list-style-type: none"> <li>1. What challenges did America as a new country face?</li> <li>2. Who were important leaders in forming a new government?</li> <li>3. How did the colonists' decide upon a democracy and how does this differ from a monarchy?</li> <li>4. How did New Jersey establish its government?</li> <li>5. What was New Jersey's infrastructure at this point in history and what role does it play in New Jersey's economy?</li> </ol> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Various informal observations</li> <li>• Interactive Social Studies Notebooks</li> <li>• Teacher made assessments</li> <li>• Social Studies Alive- <a href="http://tutorial.teachtc.com/">http://tutorial.teachtc.com/</a></li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Interdisciplinary Connections</li> <li>• Technology Integration</li> <li>• Media Literacy Integration</li> <li>• Global Perspectives</li> </ul>

6. 1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.	
6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.	
6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.	
6.1.4.A.12 Explain the process of creating change at the local, state, or national level.	
6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	
6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.	
6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.	
6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.	
6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.	
6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.	
6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.	
6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New	

<p>Jersey, the nation, and individuals.</p> <hr/> <p>6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <hr/> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <hr/> <p>6.1.4.D.14 Trace how the American identity evolved over time.</p> <hr/> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <hr/> <p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <hr/> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</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> </ul>

	Health Literacy

Texts and Resources:

- [What Are the Parts of Government? \(My American Government\)](#) by [William Thomas](#) (Jan 1, 2008)
- [How the U.S. Government Works](#) by Syl Sobel J.D. (Feb 1, 2012)
- [National Government \(2nd Edition\) \(Kids' Guide to Government \(2nd Edition\)\)](#) by [Ernestine Giesecke](#)
- [Branches of Government \(Government in Action!\)](#) by [John C. Hamilton](#)
- [State Government \(2nd Edition\) \(Kids' Guide to Government \(2nd Edition\)\)](#) by [Ernestine Giesecke](#)
- [What's Government? \(First Guide to Government\)](#) by [Nancy Harris](#) (Oct 8, 2007)
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