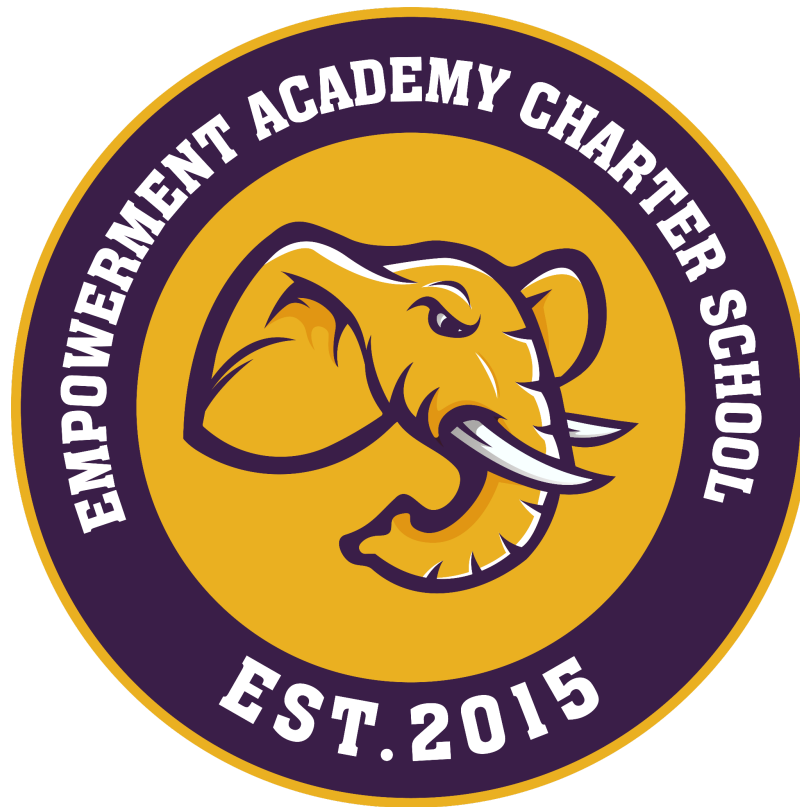


Empowerment Academy Charter School

Elementary Social Studies Curriculum



Social Studies At Empowerment

COURSE DESCRIPTION

The Social Studies curriculum utilized at Empowerment in grades K-4 is Studies Weekly. This curriculum is customized, standard based and founded on deep learning strategies that increase student knowledge and skills. The program is student friendly and organized thematically to the strands of civics and government, geography, economics and history. This curriculum is hands-on, spiraled, scaffolded and integrated with ELA standards.

COURSE RESOURCES

- Studies Weekly

ASSESSMENTS

| Formative Assessments | Summative Assessments | Alternative Assessments |
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| <ul style="list-style-type: none">• Class Participation• Class Discussions• Classwork Assignments | <ul style="list-style-type: none">• Quizzes• Unit Assessments• Interim Assessments | <ul style="list-style-type: none">• Projects |

INTEGRATED ACCOMMODATIONS & MODIFICATIONS

| Special Education Students | English Language Learners | At Risk Students | 504 Students | Gifted & Talented Students |
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| <ul style="list-style-type: none">• Preferential Seating• Provide adjusted time/length of assignments | <ul style="list-style-type: none">• Link concepts to students' background and experiences | <ul style="list-style-type: none">• Preferential seating• Accept late work without penalty• Task list for | <ul style="list-style-type: none">• Incorporate student choice• Provide graphic organizers• Provide adjusted | <ul style="list-style-type: none">• Incorporate student choice• Incorporate independent studies/projects |

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| <ul style="list-style-type: none"> • Provide study guides for assessments • Provide graphic organizers • Frequent checks for understanding • Use of a calculator (if appropriate) • Use of manipulatives | <ul style="list-style-type: none"> • Use speech appropriate for students' proficiency level • Provide translated materials and/or audio versions of text (when appropriate) | <p>routines/procedures on desk</p> <ul style="list-style-type: none"> • Provide graphic organizers • Provide access to accurate notes | <p>time/length of assignments</p> | |
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Kindergarten Social Studies Overview by Unit:

| Unit 1: Communities | |
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| Unit Overview | The purpose of this unit is to engage students in learning about community. They will learn the purpose of rules and laws in a community and the importance of choosing to follow those rules and laws. Students will explore various communities that they belong to, including family, classroom, school, and local communities. Students will learn about authority figures and the roles they play in each of the communities they are a part of. |
| Essential Questions | <p>Why do we have rules and laws in our communities?</p> <p>Why is it important to follow the rules and laws?</p> |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> • 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • 6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. |

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| | <ul style="list-style-type: none"> ● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. ● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. <p>Social Justice Standards</p> <ul style="list-style-type: none"> ● Identity 1 ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities ● Identity 2 ID.K-2.2 I can talk about interesting and healthy ways that some people who share my group identities live their lives. ● Identity 3 ID.K-2.3 I know that all my group identities are part of me—but that I am always ALL me. ● Identity 4 ID.K-2.4 I can feel good about myself without being mean or making other people feel bad. ● Identity 5 ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 2: Civics and Government | |
| Unit Overview | The Purpose of this unit is to engage students in learning about government and their role as citizens of this community. Students will explore the basic idea of government. They will learn ways they can learn to work together with others. Students will study citizenship by learning about rights and responsibilities of citizens. They will learn about characteristics of responsible citizens and study people in history who exhibited these characteristics. |
| Essential Questions | How can you be a responsible citizen in your communities? |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in |

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| | <p>a democratic society.</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. ● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). ● 6.1.2.CivicsPI.6: Explain what government is and its function. ● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. ● 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. <p>Social Justice Standards</p> <ul style="list-style-type: none"> ● Action 20 AC.K-2.20 I will join with classmates to make our classroom fair for everyone <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem ● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 9: Geography | |
| Unit Overview | The purpose of this unit is to introduce students to concepts of geography. These concepts include map skills, location, physical characteristics, and human characteristics.cultures of various regions. |
| Essential Questions | What is our neighborhood like? |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). ● 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. ● 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a |

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| | <p>good place to live (e.g., landforms, climate and weather, resource availability).</p> <ul style="list-style-type: none"> ● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). ● 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. ● 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. ● 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. <p>Social Justice Standards</p> <ul style="list-style-type: none"> ● Diversity 10 DI.K-2.10 I find it interesting that groups of people believe different things and live their daily lives in different ways. <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem ● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems ● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 10: Economics | |
| Unit Overview | The purpose of this unit is to introduce students to basic economic principles. Students will learn the difference between needs and wants. They will also explore and begin to understand the purpose and value of jobs. Students will learn about how people work to earn money to buy things they need or want. They will be introduced to the concepts of spending and saving. |
| Essential Questions | How can I participate in economics? |
| Standards | Social Studies Standards |

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| <p>Addressed</p> | <ul style="list-style-type: none"> ● 6.1.2.EconET.1: Explain the difference between needs and wants. ● 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. ● 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. ● 6.1.2.EconET.3: Describe how supply and demand influence price and output of products. ● 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. ● 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. <p>Social Justice Standards</p> <ul style="list-style-type: none"> ● Justice 14 JU.K-2.14 I know that life is easier for some people and harder for others and the reasons for that are not always fair. <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves. ● 9.1.2.FP.2: Differentiate between financial wants and needs. ● 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). ● 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time. ● 9.1.2.PB.2: Explain why an individual would choose to save money. |
| <p>Interdisciplinary Connections</p> | <p>Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards.</p> |

First Grade Social Studies Overview by Unit:

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| <p>Unit 1: Communities</p> | |
| <p>Unit Overview</p> | <p>The purpose of this unit is to engage students in learning about communities and the purpose of rules and laws in a community. Students will explore the various communities that they belong to, including family, classroom, school, and local communities. Students will learn about authority figures and the roles they play in each of the</p> |

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| | communities they are a part of. Students will learn about the purpose of rules and laws and the importance of choosing to follow rules and laws. |
| Essential Questions | What is the purpose of rules and laws at home, at school, and in the local community? Why is it important to follow these rules and laws? |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPR.1: Determine what makes a good rule or law. ● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. ● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good ● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. ● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. ● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority <p>Social Justice Standards</p> <ul style="list-style-type: none"> ● Identity 1 ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities ● Identity 2 ID.K-2.2 I can talk about interesting and healthy ways that some people who share my group identities live their lives. ● Identity 3 ID.K-2.3 I know that all my group identities are part of me—but that I am always ALL me. ● Identity 4 ID.K-2.4 I can feel good about myself without being mean or making other people feel bad. ● Identity 5 ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. ● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals |

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| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 2: Civics and Government | |
| Unit Overview | The purpose of this unit is to engage students in learning about government and their role as citizens of a community. Students will learn about the purpose of government and the services that the government provides. They will learn about the rights and responsibilities of citizens. Students will be introduced to the characteristics that responsible citizens have so they can learn how to be responsible citizens in their communities. Students will learn about people in history who have shown characteristics of responsible citizenship. |
| Essential Questions | How can you be a responsible citizen in your communities? |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). ● 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members ● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. ● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. ● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ● 6.1.2.CivicsPI.6: Explain what government is and its function. ● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. ● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). ● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. <p>Social Justice Standards</p> |

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| | <ul style="list-style-type: none"> ● Justice 15 JU.K-2.15 I know about people who helped stop unfairness and worked to make life better for many people. ● Action 16 AC.K-2.16 I care about those who are treated unfairly ● Action 17 AC.K-2.17 I can and will do something when I see unfairness—this includes telling an adult. <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem ● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 3: Symbols and Celebrations | |
| Unit Overview | The purpose of this unit is to deepen students' understanding of national identity. Students will be introduced to the idea of patriotism and how we demonstrate our patriotism through national symbols, holidays, and events. Students will understand the significance of these symbols and holidays and the people, ideas, and events associated with them. |
| Essential Questions | <p>What are some important symbols and celebrations in the United States?</p> <p>Why are these symbols important?</p> |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. ● 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. ● 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. <p>Social Justice Standards</p> <ul style="list-style-type: none"> ● N/A <p>Career Readiness Standards</p> |

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| | <ul style="list-style-type: none"> • N/A |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 10: Geography | |
| Unit Overview | The purpose of this unit is to introduce students to the concepts of geography, including map skills, location, physical characteristics, and human characteristics. Throughout these weekly issues, students will learn about location and will have the opportunity to describe the relative location and absolute location of places. Students will also learn about physical characteristics of a place, including landforms, bodies of water, and resources. They will understand that geographic location affects the human features of a place, including shelter, food, clothing, and activities. Students will learn about the geography of their community. The students will have the opportunity to build a three-dimensional model of their community that helps them answer the question, "What is the geography of our community like?" |
| Essential Questions | What is the geography of our community like? |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> • 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). • 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). • 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). • 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). • 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought). • 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. • 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). |

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| | <ul style="list-style-type: none"> ● 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. ● 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. ● 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. ● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. <p>Social Justice Standards</p> <ul style="list-style-type: none"> ● Diversity 10 DI.K-2.10 I find it interesting that groups of people believe different things and live their daily lives in different ways. <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem ● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems ● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 11: History | |
| Unit Overview | The purpose of this unit is to help students explore the concept of time and history. Students will develop an understanding of a primary source and begin to understand how to use sources to find answers to questions about history. They will learn about how people, ideas, technology, and communities change over time. This scaffolded understanding of time and chronology introduces students to important historical people and events. |
| Essential Questions | How is our life different from those who lived in the past? How is it the same? |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how |

and why your community has changed over time.

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

Social Justice Standards

- **Diversity 6 DI.K-2.6** I like being around people who are like me and different from me, and I can be friendly to everyone.
- **Diversity 7 DI.K-2.7** I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
- **Diversity 8 DI.K-2.8** I want to know about other people and how our lives and experiences are the same and different.
- **Diversity 9 DI.K-2.9** I know everyone has feelings, and I want to get along with people who are similar to and different from me.
- **Diversity 10 DI.K-2.10** I find it interesting that groups of people believe different things and live their daily lives in different ways.

Career Readiness Standards

- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing

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| | it to the cultures of other individuals |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |

Second Grade Social Studies Overview by Unit:

| Unit 1: Government | |
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| Unit Overview | This unit will introduce students to communities and their responsibilities in the communities they belong to. Students will learn about rules, laws, and principles of democracy. They will learn about the important documents of the country and how they are the foundation of the government. They will also study about the purpose, levels, and structure of governments and how they meet the needs of the citizens. |
| Essential Questions | What is a community and what makes it run smoothly? |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). ● 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members ● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. ● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. ● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ● 6.1.2.CivicsPI.6: Explain what government is and its function. ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions |

- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.CivicsDP.3** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Social Justice Standards

- **Identity 1 ID.K-2.1** I know and like who I am and can talk about my family and myself and name some of my group identities.
- **Identity 2 ID.K-2.2** I can talk about interesting and healthy ways that some people who share my group identities live their lives.
- **Identity 3 ID.K-2.3** I know that all my group identities are part of me—but that I am always ALL me.
- **Identity 4 ID.K-2.4** I can feel good about myself without being mean or making other people feel bad.
- **Identity 5 ID.K-2.5** I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

Career Readiness Standards

- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan

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| | <ul style="list-style-type: none"> ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 2: Civics | |
| Unit Overview | Students will learn about what it means to be a U.S. citizen. They will learn about the characteristics of responsible citizenship and how people can demonstrate patriotism. Students will also study symbols, individuals, and events that represent the United States. |
| Essential Questions | How do people contribute to their community and country? |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). ● 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members ● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. ● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. ● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ● 6.1.2.CivicsPI.6: Explain what government is and its function. ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions ● 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. ● 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. ● 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. |

- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Social Justice Standards

- **Diversity 6 DI.K-2.6** I like being around people who are like me and different from me, and I can be friendly to everyone.
- **Diversity 7 DI.K-2.7** I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
- **Diversity 8 DI.K-2.8** I want to know about other people and how our lives and experiences are the same and different.
- **Diversity 9 DI.K-2.9** I know everyone has feelings, and I want to get along with people who are similar to and different from me.
- **Diversity 10 DI.K-2.10** I find it interesting that groups of people believe different things and live their daily lives in different ways.
- **Justice 11 JU.K-2.11** I know my friends have many identities, but they are always still just themselves.
- **Justice 12 JU.K-2.12** I know when people are treated unfairly.
- **Justice 13 JU.K-2.13** I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
- **Justice 14 JU.K-2.14** I know that life is easier for some people and harder for others and the reasons for that are not always fair.
- **Justice 15 JU.K-2.15** I know about people who helped stop unfairness and worked to make life better for

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| | <p>many people</p> <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 9: Geography | |
| Unit Overview | In this unit, students will learn about maps and map tools that help them read a map. They will use maps to locate places and identify features. Students will learn about human characteristics and human interactions with the environment. They will identify a local problem and make a plan to fix it. Students will also learn about characteristics of culture, reasons why people move, and regions of the world. |
| Essential Questions | How can I learn about and describe places? |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). ● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). ● 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). ● 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). ● 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought). ● 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. ● 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). ● 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and |

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| | <p>the United States.</p> <ul style="list-style-type: none"> ● 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. ● 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. ● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. <p>Social Justice Standards</p> <ul style="list-style-type: none"> ● Diversity 6 DI.K-2.6 I like being around people who are like me and different from me, and I can be friendly to everyone. ● Diversity 7 DI.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. ● Diversity 8 DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different. ● Diversity 9 DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me. ● Diversity 10 DI.K-2.10 I find it interesting that groups of people believe different things and live their daily lives in different ways. <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals ● 9.4.2.DC.7: Describe actions peers can take to positively impact climate change |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 10: Economics | |
| Unit Overview | In this unit, students will learn about many economic principles. They will study needs and wants and how we use resources to meet our needs and wants. They will study about jobs and money. Students will learn about producers and consumers, trade, supply and demand, and surplus and scarcity. They will also study about how specialization leads to interdependence. |

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| <p>Essential Questions</p> | <p>How do people meet their wants and needs?</p> |
| <p>Standards Addressed</p> | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.2.EconET.1: Explain the difference between needs and wants. ● 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. ● 6.1.2.EconET.3: Describe how supply and demand influence price and output of products. ● 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. ● 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community. ● 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. ● 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. ● 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). ● 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. ● 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. ● 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. ● 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries. <p>Social Justice Standards</p> <ul style="list-style-type: none"> ● Justice 14 JU.K-2.14 I know that life is easier for some people and harder for others and the reasons for that are not always fair <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards). ● 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves ● 9.1.2.FP.2: Differentiate between financial wants and needs. |

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| | <ul style="list-style-type: none"> ● 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). ● 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time ● 9.1.2.PB.2: Explain why an individual would choose to save money. ● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |

Third Grade Social Studies Overview by Unit:

| Unit 1: Civics and Government | |
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| Unit Overview | The purpose of this unit is to engage students in learning about community, government, and their role as citizens of a community. Students will learn more about the purpose of government and the rights and responsibilities of citizens. Students will be introduced to the idea of patriotism and how we demonstrate our patriotism through national symbols, holidays, and events. Students will examine the important documents of the United States, including the Constitution and the Bill of Rights. Finally, students will learn the definition of primary and secondary sources, including the types of sources, and how to analyze various sources. |
| Inquiry Questions | <p>How can you be inclusive of people in your community?</p> <p>How can you change your behavior to show more respect to others?</p> <p>How are fairness and equality different?</p> <p>What is something important you have read recently? What are some possible consequences of not having important information written in documents for everyone to read?</p> <p>How are the systems of government at your school and your state government similar or different? What characteristics do good leaders have?</p> <p>What are the steps to conflict resolution? How can you handle a conflict even when you are frustrated?</p> <p>How do good citizens treat others? How can you protect the human rights of all people?</p> <p>What values and beliefs are represented by our national symbols?</p> <p>What qualities do your personal heroes share with some of our national heroes?</p> |

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| <p style="text-align: center;">Standards Addressed</p> | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.5.CivicsPI.1 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. ● 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers) ● 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. ● 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. ● 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. ● 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). ● 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. ● 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. ● 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. ● 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems. ● 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. ● 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. ● 6.1.5.CivicsPI.7 Explain how national and state governments share power in the federal system of government. ● 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). ● 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). ● 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, |
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and the right to due process).

- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.HistoryCC.1:** Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- **6.1.5.HistoryCC.15:** Analyze key historical documents to determine the role they played in past and present day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others
- **6.1.5.CivicsCM.6:** Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- **6.1.5.EconNM.1:** Explain the ways in which the government pays for the goods and services it provides.

Social Justice Standards

- **Justice 11 JU.3-5.11** I try to get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.
- **Justice 12 JU.3-5.12** I know when people are treated unfairly, and I can give examples of prejudiced words, pictures and rules.
- **Justice 13 JU.3-5.13** I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.
- **Justice 14 JU.3-5.14** I know that life is easier for some people and harder for others based on who they are and where they were born.
- **Justice 15 JU.3-5.15** I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
- **Action 19 AC.3-5.19** I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.
- **Action 20 AC.3-5.20** I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.
- **Diversity 7 DI.3-5.7** I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.
- **Diversity 8 DI.3-5.8** I want to know more about other people's lives and experiences, and I know how to

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| | <p>ask questions respectfully and listen carefully and non-judgmentally.</p> <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 2: Geography Part 1 | |
| Unit Overview | The purpose of this unit is to introduce students to the Five Themes of Geography, including location, place, human-environment interaction, movement, and region. Throughout these weekly issues, students will learn more about the physical and human characteristics of geography and how they inform the people and the resulting cultures of various regions of the world and the United States. |
| Inquiry Questions | <p>What are some of the problems that could occur if people did not have maps? How do you feel when you can read a map accurately?</p> <p>Which two themes of geography have impacted your community the most? Why?</p> |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). ● 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. ● 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. ● 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. ● 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate |

physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

- **6.1.5.GeoSV.3:** Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- **6.1.5.GeoPP.2:** 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.
- **6.1.5.GeoSV.4:** Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- **6.1.5.GeoPP.4:** Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.GeoHE.3:** Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- **6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- **6.1.5.GeoPP.6:** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- **6.1.5.GeoGI.1:** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.GeoPP.5:** Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- **6.1.5.GeoGI.2:** Use historical maps to explain what led to the exploration of new water and land routes.

Social Justice Standards

- **Identity 4 ID.3-5.4** I can feel good about my identity without making someone else feel badly about who they are.
- **Identity 5 ID.3-5.5** I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me
- **Diversity 6 DI.3-5.6** I like knowing people who are like me and different from me, and I treat each person with respect.

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| | <ul style="list-style-type: none"> ● Diversity 7 DI.3-5.7 I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities. ● Diversity 8 DI.3-5.8 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally. ● Diversity 9 DI.3-5.9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree. ● Diversity 10 DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are. <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 9: Geography Part 2 | |
| Unit Overview | The purpose of this unit is to introduce students to the Five Themes of Geography, including location, place, human-environment interaction, movement, and region. Throughout these weekly issues, students will learn more about the physical and human characteristics of geography and how they inform the people and the resulting cultures of various regions of the world and the United States. |
| Inquiry Questions | <p>What is the relative location of your school? What is the exact location of your school?</p> <p>What would happen to a biome if the climate changed? If you could create your own biome, what vegetation and animals would you include? What climate would they need to survive?</p> <p>What are some human characteristics of your community that you really like?</p> <p>What can you do at school to protect your environment?</p> <p>How do you think movement impacts communities?</p> <p>How does culture change as people and ideas move from place to place?</p> <p>What are the characteristics of culture?</p> |
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| <p>Addressed</p> | <ul style="list-style-type: none"> ● 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). ● 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. ● 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. ● 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. ● 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). ● 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. ● 6.1.5.GeoPP.2: 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. ● 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). ● 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. ● 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). ● 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration. ● 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. ● 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different |
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| | <p>groups of people and explain why their experiences differed.</p> <ul style="list-style-type: none"> ● 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. ● 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. ● 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. <p>Social Justice Standards</p> <ul style="list-style-type: none"> ● Identity 4 ID.3-5.4 I can feel good about my identity without making someone else feel badly about who they are. ● Identity 5 ID.3-5.5 I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me ● Diversity 6 DI.3-5.6 I like knowing people who are like me and different from me, and I treat each person with respect. ● Diversity 7 DI.3-5.7 I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities. ● Diversity 8 DI.3-5.8 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally. ● Diversity 9 DI.3-5.9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree. ● Diversity 10 DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are. <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 10: Regions of the World and the US | |
| Unit Overview | Throughout these weekly issues, students will learn more about the physical and human characteristics of |

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| | geography and how they inform the people and the resulting cultures of various regions of the world and the United States. |
| Inquiry Questions | <p>How do the physical features of a region influence the human characteristics of the region?</p> <p>What physical and human characteristics make each continent unique?</p> <p>How do the physical and human characteristics of a region shape its culture?</p> <p>What characteristics do each of the regions share? What characteristics are unique to a region?</p> |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). ● 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. ● 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. ● 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. ● 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). ● 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. ● 6.1.5.GeoPP.2: 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. ● 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). ● 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural |

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| | <p>communities and identify the factors that might attract individuals to that space.</p> <ul style="list-style-type: none"> ● 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). ● 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration. ● 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. ● 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. ● 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. ● 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. ● 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. <p>Social Justice Standards</p> <ul style="list-style-type: none"> ● Diversity 6 DI.3-5.6 I like knowing people who are like me and different from me, and I treat each person with respect. ● Diversity 7 DI.3-5.7 I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities. ● Diversity 8 DI.3-5.8 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally. ● Diversity 9 DI.3-5.9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree. ● Diversity 10 DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are. <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view |
| Interdisciplinary | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |

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| Connections | |
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Fourth Grade Social Studies Overview by Unit:

| Unit 1: Civics and Government | |
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| Unit Overview | The purpose of this unit is to engage students in learning about community, government, and their role as citizens of a community. Students will learn more about the purpose of government and the rights and responsibilities of citizens. Students will be introduced to the idea of patriotism and how we demonstrate our patriotism through national symbols, holidays, and events. Students will examine the important documents of the United States including the Constitution and The Bill of Rights. Finally, students will learn the definition of primary and secondary sources, including the types of sources, and how to analyze various sources. |
| Inquiry Questions | <p>What role do citizens play in governing in the United States?</p> <p>What are checks and balances, and why are they important?</p> <p>What can you do to be a responsible citizen?</p> <p>What can you do to be a responsible citizen?</p> <p>What role did the Founders of the United States play in creating the national government?</p> |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. ● 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). ● 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. ● 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. ● 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. ● 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. ● 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. |

- **6.1.5.CivicsPI.8:** Describe how the United States Constitution defines and limits the power of government.
- **6.1.5.CivicsPI.9:** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws
- **6.1.5.CivicsPD.1:** Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- **6.1.5.CivicsPD.2:** Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsPD.4:** Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position
- **6.1.5.CivicsDP.1:** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- **6.1.5.CivicsDP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- **6.1.5.CivicsDP.3:** Describe the role of religious freedom and participatory government in various North American colonies
- **6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- **6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
- **6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- **6.1.5.CivicsPR.4:** Explain how policies are developed to address public problems.
- **6.1.5.CivicsHR.1:** Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- **6.1.5.CivicsHR.2:** Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
- **6.1.5.CivicsHR.3:** Cite examples from a variety of sources to describe how national and international

leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.2:** Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.CivicsCM.4:** Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- **6.1.5.CivicsCM.5:** Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- **6.1.5.CivicsCM.6:** Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

Social Justice Standards

- **Justice 12 JU.3-5.12** I know when people are treated unfairly, and I can give examples of prejudiced words, pictures and rules.
- **Justice 13 JU.3-5.13** I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.
- **Justice 14 JU.3-5.14** I know that life is easier for some people and harder for others based on who they are and where they were born.
- **Justice 15 JU.3-5.15** I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
- **Action 17 AC.3-5.17** I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.
- **Action 19 AC.3-5.19** I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.
- **Action 20 AC.3-5.20** I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

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| | <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 2: Economics | |
| Unit Overview | In this unit, students will learn about the principles of economics. They will be able to determine needs and wants and differentiate between them. They will also learn about different types of resources and how people use them to survive. Additionally, students will learn about New Jersey's economy, different types of economic systems, and how the world is connected through economics. |
| Inquiry Questions | <p>How can people respond when they don't have enough resources?</p> <p>Are all types of resources (human, natural, and capital) necessary for economic growth?</p> <p>How do producers and consumers influence the economy?</p> <p>What resource influenced the development of New Jersey's economy the most? Why?</p> <p>How do you think a market economy affects a person's ability to have their basic needs met?</p> |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.5.EconET.1 Identify positive and negative incentives that influence the decisions people make. ● 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community ● 6.1.5.EconET.3 Explain how scarcity and choice influence decisions made by individuals, communities, and nations. ● 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. ● 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). ● 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products. ● 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities. ● 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade. |

- **6.1.5.EconEM.6:** Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- **6.1.5.EconNM.1:** Explain the ways in which the government pays for the goods and services it provides.
- **6.1.5.EconNM.2:** Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- **6.1.5.EconNM.3:** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- **6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.5.EconNM.5:** Explain how the availability of private and public goods and services is influenced by the government and the global economy.
- **6.1.5.EconNM.6:** Examine the qualities of entrepreneurs in a capitalistic society.
- **6.1.5.EconNM.7:** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- **6.1.5.EconGE.1:** Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- **6.1.5.EconGE.2:** Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- **6.1.5.EconGE.3:** Use economic data to explain how trade leads to increasing economic interdependence among nations.
- **6.1.5.EconGE.4:** Compare and contrast how the availability of resources affects people across the world differently.
- **6.1.5.EconGE.5:** Evaluate the economic impact of science and technology innovations on European exploration.

Social Justice Standards

- **Justice 14 JU.3-5.14** I know that life is easier for some people and harder for others based on who they are and where they were born.

Career Readiness Standards

- **9.1.5.EG.3:** Explain the impact of the economic system on one's personal financial goals.
- **9.1.5. EG.4:** Describe how an individual's financial decisions affect society and contribute to the overall economy

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| | <ul style="list-style-type: none"> ● 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies. ● 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences. ● 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness ● 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions. ● 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate) ● 9.2.5.CAP.2: Identify how you might like to earn an income. ● 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 9: Native American Groups | |
| Unit Overview | In this unit, students will learn about the geography, government, and cultures of North American Indigenous peoples. They will learn about the Lenni Lenape, the American Indian group that was native to the area in and around New Jersey. |
| Inquiry Questions | <p>How can we learn about Native American cultures and customs from the time period before European exploration?</p> <p>How did Native Americans organize their societies: economically, politically, and culturally?</p> <p>What geographical and natural characteristics were important to the Lenni Lenape way of life?</p> |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.5.GeoGI.1 Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. ● 6.1.5.GeoGI.2 Use historical maps to explain what led to the exploration of new water and land routes. ● 6.1.5.HistoryCC.6 Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. ● 6.1.5.HistoryCC.8 Make evidence-based inferences to describe how the influence of Native American |

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| | <p>groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <ul style="list-style-type: none"> ● 6.1.5.EconEM.1 Explain why individuals and businesses specialize and trade. ● 6.1.5.EconEM.5 Explain why individuals and societies trade, how trade functions, and the role of trade ● 6.1.5.GeoPP.5 Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. ● 6.1.5.HistoryUP.4 Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. <p>Social Justice Standards</p> <ul style="list-style-type: none"> ● Diversity 7 DI.3-5.7 I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities. ● Diversity 8 DI.3-5.8 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally <p>Career Readiness Standards</p> <ul style="list-style-type: none"> ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view |
| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 10: European Exploration and Colonization | |
| Unit Overview | In this unit, students will learn about the exploration and colonization of the Americas. Learning about exploration will include all exploration of the Americas, but learning about colonization will focus on the colonies in North America, including New Jersey. |
| Inquiry Questions | <p>What were the motivations of the explorers who came to the Americas?</p> <p>How did each group of Europeans approach exploration? Were they similar or different?</p> <p>What resources brought people to New Jersey and helped it grow?</p> |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.5.GeoPP.6 Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. ● 6.1.5.GeoSV.5 Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. |

- **6.1.5.GeoHE.2** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.GeoGI.1** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.GeoGI.2** Use historical maps to explain what led to the exploration of new water and land routes.
- **6.1.5.GeoGI.3** Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- **6.1.5.EconEM.6** Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- **6.1.5.EconNM.4** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.5.EconGE.5** Evaluate the economic impact of science and technology innovations on European exploration.
- **6.1.5.HistoryCC.5** Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- **6.1.5.HistoryCC.10** Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- **6.1.5.HistoryUP.1** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- **6.1.5.HistoryUP.3** Use multiple perspectives to evaluate the impact of the Columbian Exploration
- **6.1.5.HistorySE.1** Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- **6.1.5.HistoryCA.1** Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

Social Justice Standards

- N/A

Career Readiness Standards

- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

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| Interdisciplinary Connections | Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards. |
| Unit 11: War in the Americas | |
| Unit Overview | In this unit, students will learn about two of the conflicts that took place in North America. The first conflict was the French and Indian War and the second was the American Revolution. Both conflicts started among the European colonists in North America. |
| Essential Questions | <p>What were the causes and consequences of the French and Indian War for the various groups involved in the conflict?</p> <p>Why do you think the Declaration of Independence was so important to the colonies?</p> <p>Why did the Continental Congress try to peacefully negotiate with the king and Parliament?</p> <p>How did the Americans defeat a better-equipped and -funded British army?</p> |
| Standards Addressed | <p>Social Studies Standards</p> <ul style="list-style-type: none"> ● 6.1.5.HistoryCC.1 Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. ● 6.1.5.HistoryCC.2 Use a variety of sources to illustrate how the American identity has evolved over time. ● 6.1.5.HistoryCC.3 Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. ● 6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. ● 6.1.5.HistoryCC.5 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. ● 6.1.5.HistoryCC.10 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. ● 6.1.5.HistoryCC.15 Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). <p>Social Justice Standards</p> |

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| | <ul style="list-style-type: none"> • N/A <p>Career Readiness Standards</p> <ul style="list-style-type: none"> • 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions • 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.” • 9.1.5.EG.2: Describe how tax monies are spent |
| <p>Interdisciplinary Connections</p> | <p>Lesson plans, activities, and assessments are deliberately integrated with the English Language Arts standards.</p> |