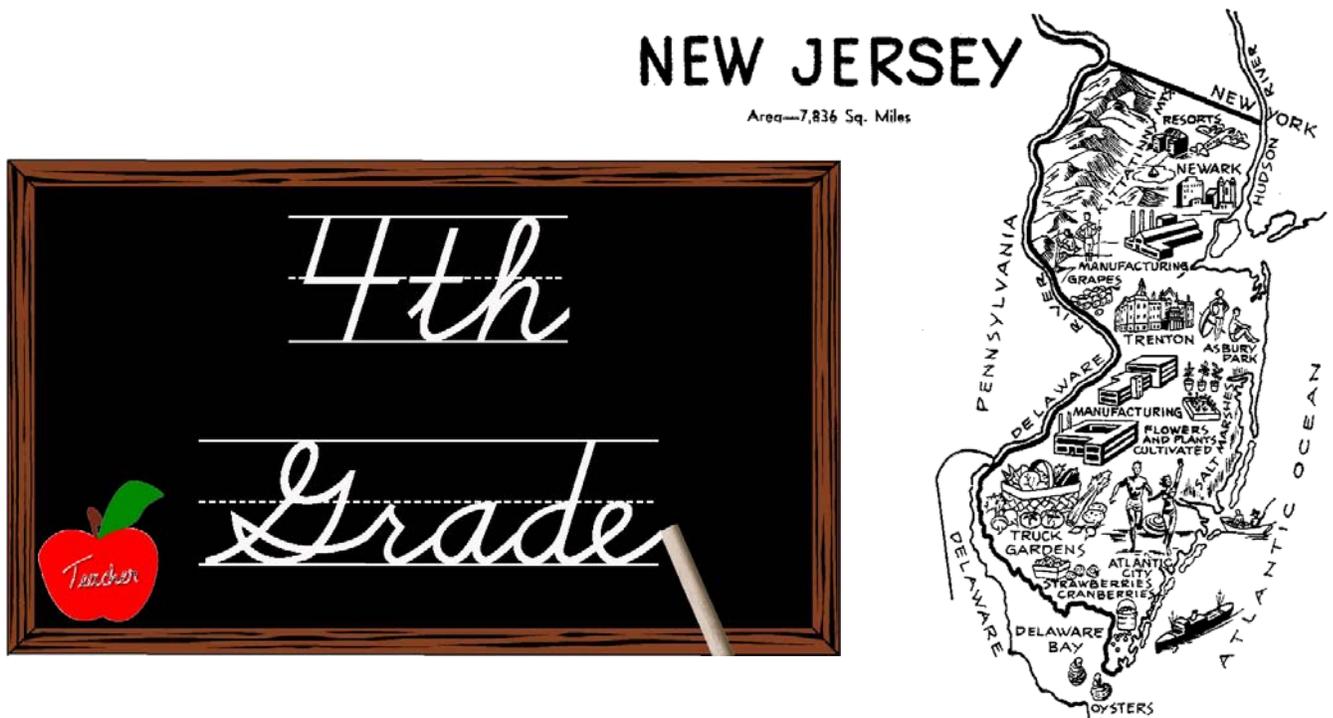


Lower Township School District
Cape May, New Jersey

Social Studies

Instructional Units



SOCIAL STUDIES INSTRUCTIONAL UNITS TASK FORCE MEMBERS

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SEPTEMBER 2013

Unit 1

The Geography of New Jersey

Unit Overview

Content Area: Social Studies

Unit Title: The Geography of New Jersey

Unit: Chapter 1

Target Course/Grade Level: Grade 4

Timeline: 5 days

Unit Summary

Students will learn that New Jersey is a small, but densely populated state with varied geographic regions that are divided into 21 counties. Students will understand that New Jersey has four geographic regions with physical features that make them unique and affect where people settle and the work they do. Students will also learn that people always alter the land to meet their needs, which can result in environmental problems needing to be solved.

Learning Targets

Standards

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.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Statements

- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed decisions by seeking and assessing information asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.

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CPI #	Cumulative Progress Indicator (CPI) –		
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.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.		
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.		
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.		
6.1.4.B.8	Compare ways people choose to use and divide natural resources.		
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.		
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.		
6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.		
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.		
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.		
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.		
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).		
9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.		
9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations.		
9.1.4.D.3	Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.		
9.1.4.A.2	Evaluate available resources that can assist in solving problems.		
9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.		
9.1.4.A.4	Use data accessed on the Web to inform solutions to problems and the decision-making process.		
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 10px;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ♦ How does the geography of New Jersey affect how people live, work, and play? ♦ How do people live, work, and use natural resources in the four regions of New Jersey? ♦ How do human actions affect the environment of New Jersey and the United States? ♦ How does geography affect our lives? </td> <td style="width: 50%; vertical-align: top; padding: 10px;"> <p>Unit Understandings</p> <ul style="list-style-type: none"> ♦ The climate and physical features of New Jersey affect the way its people work and live ♦ In New Jersey, there are several distinct regions, each with its own culture, resources, politics, and geography ♦ The people of New Jersey have made choices about how to use the state's unique natural resources ♦ Human interaction has affected the environment in New Jersey and the United States. Actions have been taken to address environmental concerns. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ♦ How does the geography of New Jersey affect how people live, work, and play? ♦ How do people live, work, and use natural resources in the four regions of New Jersey? ♦ How do human actions affect the environment of New Jersey and the United States? ♦ How does geography affect our lives? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ♦ The climate and physical features of New Jersey affect the way its people work and live ♦ In New Jersey, there are several distinct regions, each with its own culture, resources, politics, and geography ♦ The people of New Jersey have made choices about how to use the state's unique natural resources ♦ Human interaction has affected the environment in New Jersey and the United States. Actions have been taken to address environmental concerns.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ♦ How does the geography of New Jersey affect how people live, work, and play? ♦ How do people live, work, and use natural resources in the four regions of New Jersey? ♦ How do human actions affect the environment of New Jersey and the United States? ♦ How does geography affect our lives? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ♦ The climate and physical features of New Jersey affect the way its people work and live ♦ In New Jersey, there are several distinct regions, each with its own culture, resources, politics, and geography ♦ The people of New Jersey have made choices about how to use the state's unique natural resources ♦ Human interaction has affected the environment in New Jersey and the United States. Actions have been taken to address environmental concerns. 		

Unit Learning Targets (Outcomes) – <i>Students will ...</i>	
<ul style="list-style-type: none"> ♦ Identify how the climate and physical features of New Jersey affect the way its people work and live. ♦ Recognize that New Jersey has several distinct regions, each with its own culture, resources, politics, and geography. ♦ Understand the people of New Jersey have made choices about how to use the state’s unique natural resources. ♦ Describe how human interaction has affected the environment in New Jersey and the United States. Actions have been taken to address environmental concerns. ♦ Learn strategies to assess vocabulary about New Jersey's four regions 	
Integration of Technology: Big Question, myStory Spark, myStory Video, myWorld Activity, myStory Book, Virtual Fieldtrip (online and CD)	
Use of LCD projector, laptops	
Technology Resources: myWorldSocialStudies.com	
Opportunities for Differentiation: Use of large interactive maps, highlighting text, working with partners or small groups, modified note-taking, use of graphic organizers, modify assessment length/depth/tools	
Primary interdisciplinary connections: language arts, science, math, technology	
21st century themes: Critical Thinking and Problem Solving; Life and Career Skills; Collaboration, Teamwork, and Leadership	
Evidence of Learning	
Summative Assessment (options include the following)	
<ol style="list-style-type: none"> 1. Chapter Assessment 2. 3-D map of New Jersey showing regions and landforms 3. Research and presentation of individual county and its characteristics 4. Identification and proposed solution to an environmental issue 	
Equipment needed: LCD Projector, art supplies, computers, library resources, textbook	
Teacher Instructional Resources: Pearson My World Social Studies Teacher Guide and related materials	
Formative Assessments (options include the following)	
<ul style="list-style-type: none"> ♦ Comprehension checks following each lesson ♦ Group discussion ♦ Vocabulary check ♦ Venn diagram ♦ Drawing conclusions from a video (active listening guides) ♦ Illustration ♦ Newspaper article ♦ Writing a Song/Poem About... ♦ Writing a Recommendation... 	<ul style="list-style-type: none"> ♦ Graphic organizers ♦ Section quizzes ♦ Outlining ♦ Timelines ♦ Map skills ♦ Vocabulary term exercises ♦ Storyboard ♦ Lesson Review
<u>ACTIVITIES</u>	<u>MATERIALS</u>
Lesson 1	Student book, glossary, myStory Spark, large maps and pens
Lesson 2	Student book, glossary, large maps and pens, graphic organizer
Lesson 3	Student book, glossary, large maps and pens

Unit 2

Early Peoples

Unit Overview

Content Area: Social Studies

Unit Title: Early Peoples

Unit: Chapter 2

Target Course/Grade Level: grade 4

Timeline: 5 days

Unit Summary: Students will learn that the Lenape’s ancestors were the first people to settle in New Jersey and that they came for its rich resources. The Lenape culture and legacy can be identified throughout New Jersey today. The area that is now NJ was controlled by the Netherlands and Sweden and was later taken over by the English. Europeans came to NJ for many reasons, including to escape persecution and to own land. There were conflicts between the Europeans and the Lenape. Enslaved people were brought to NJ from Africa which caused more conflict.

Learning Targets

Standards

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.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Statements

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Key historical events, documents, and individuals led to the development of our nation.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- Cultures struggle to maintain traditions in changing societies.
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
- There are ethical and unethical uses of communication and media.

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CPI #	Cumulative Progress Indicator (CPI) –				
6.1.4.B.8	Compare ways people choose to use and divide natural resources.				
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.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.				
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.				
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.				
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.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.				
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.				
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.				
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.				
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.				
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.				
9.1.4.A.2	Apply critical thinking and problem-solving skills in classroom and family settings.				
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.				
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.				
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).				
9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.				
9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations.				
9.1.4.D.3	Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.				
9.1.4.E.4	Explain why some uses of media are unethical.				
9.1.4.F.3	Explain the importance of understanding and following rules in (page missing)				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffffcc; text-align: left;"><u>Unit Essential Questions</u></th> <th style="background-color: #ffffcc; text-align: left;"><u>Unit Understandings</u></th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffffcc;"> <ul style="list-style-type: none"> ♦ Why did the Lenape come to New Jersey and how did they contribute to the state’s history and culture? ♦ Why did different groups settle in New Jersey? ♦ Why did conflict occur as different groups settled in New Jersey? ♦ What causes people to migrate to new lands? </td> <td style="background-color: #ffffcc;"> <ul style="list-style-type: none"> ♦ People leave their homelands and resettle elsewhere for many reasons ♦ When groups settle in an area, they bring new ideas and ways of life ♦ The arrival of new groups to an area can lead to conflict </td> </tr> </tbody> </table>		<u>Unit Essential Questions</u>	<u>Unit Understandings</u>	<ul style="list-style-type: none"> ♦ Why did the Lenape come to New Jersey and how did they contribute to the state’s history and culture? ♦ Why did different groups settle in New Jersey? ♦ Why did conflict occur as different groups settled in New Jersey? ♦ What causes people to migrate to new lands? 	<ul style="list-style-type: none"> ♦ People leave their homelands and resettle elsewhere for many reasons ♦ When groups settle in an area, they bring new ideas and ways of life ♦ The arrival of new groups to an area can lead to conflict
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Unit Learning Targets (Outcomes) – <i>Students will ...</i>					
<ul style="list-style-type: none"> ♦ List reasons people leave their homelands and resettle elsewhere. ♦ Identify the new ideas and ways of life that new groups bring when they settle into an area. ♦ Explain how the arrival of new groups to an area can lead to conflict. 					

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Integration of Technology: Big Question, myStory Spark, myStory Video, myWorld Activity, myStory Book, Virtual Fieldtrip (online and CD) ,Use of LCD projector, laptops

Technology Resources: myWorldSocialStudies.com

Opportunities for Differentiation: Use of large interactive maps, highlighting text, working with partners or small groups, modified note-taking, use of graphic organizers, modify assessment length/depth/tools

Primary interdisciplinary connections: language arts, science, math, technology

21st century themes: Critical Thinking and Problem Solving; Life and Career Skills; Collaboration, Teamwork, and Leadership

Evidence of Learning

Summative Assessment

- ♦ Chapter Assessment
- ♦ Diorama of Lenape Village or other approved Lenape artifact
- ♦ Research and presentation of an identifiable cultural characteristic remaining in NJ from Lenape
- ♦ Take on role of NJ settler (European, Netherlands, Sweden or Lenape) and describe what your life was like during the time period and reason for settling in N J and what life was like after settling
- ♦ Debate through writing or oral discussion – pro slavery vs anti slavery
- ♦ Create a treaty to solve a possible problem between the Lenape and Europeans.

Equipment needed: LCD Projector, art supplies, computers, library resources, textbook

Teacher Instructional Resources: Pearson My World Social Studies Teacher Guide and related materials

Formative Assessments

- | | |
|--|---|
| <ul style="list-style-type: none"> ♦ Comprehension checks following each lesson ♦ Group discussion ♦ vocabulary check ♦ Venn diagram ♦ Drawing conclusions from a video (active listening guides) ♦ Illustration ♦ Newspaper article ♦ Writing a Song/Poem About... ♦ Writing a Recommendation... | <ul style="list-style-type: none"> ♦ Graphic organizers ♦ Section quizzes ♦ Outlining ♦ Timelines ♦ Map skills ♦ Vocabulary term exercises ♦ Storyboard ♦ Lesson Review |
|--|---|

Unit 3

An Independent Country

Unit Overview	
Content Area: Social Studies	
Unit Title: An Independent Country	Unit: Chapter 3
Target Course/Grade Level: Grade 4	Timeline: 6 days
<p>Unit Summary</p> <p>Students will learn that Britain’s Parliament passed tax laws that angered the colonists. Colonial leaders gathered at the First Continental Congress. Fighting began between the colonies and Great Britain forcing colonists to choose sides. Thomas Jefferson wrote the Declaration of Independence and on July 4, 1776 the Continental Congress approved it. Many battles were fought in New Jersey before the British surrendered at Yorktown. The Treaty of Paris ended the war and gave America its independence in 1783. The articles of the Confederation created the first national government. The Constitution was written to create a stronger national government that had three branches. Technology began to improve New Jersey and the nation. The population, cities and businesses grew and people began to work for reform.</p>	
Learning Targets	
Standards	
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.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.2	Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Content Statements	
<ul style="list-style-type: none"> • The United States Constitution and the Bill of Rights guarantee certain fundamental rights for citizens. • Economic opportunities in New Jersey and other states are related to the availability of resources and technology. • Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. • Key historical events, documents, and individuals led to the development of our nation. • The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving. • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. • Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. • Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives. • Digital media are 21st-century tools used for local and global communication. • There are ethical and unethical uses of communication and media. 	

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- ♦ Taxes and the cost of employee benefits affect the amount of disposable income.
- ♦ The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
- ♦ Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
- ♦ Insurance is designed to protect the consumer against unintended losses.

CPI #	Cumulative Progress Indicator (CPI) –
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.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.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.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.8	Determine the significance of New Jersey’s role in the American Revolution.
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.
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.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures that lived in New Jersey.
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.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations.
9.1.4.D.3	Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.
9.1.4.A.4	Use data accessed on the Web to inform solutions to problems and the decision-making process.
9.1.4.E.1	Explain how digital media are used in daily life in a variety of settings.
9.1.4.E.4	Explain why some uses of media are unethical.
9.2.4.A.4	Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
9.2.4.F.2	Relate a country’s economic system of production and consumption to building personal wealth and achieving societal responsibilities.
9.2.4.F.3	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
9.2.4.G.3	Describe how valuable items might be damaged or lost and ways to protect them.

<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ Why did some colonists support the American Revolution and some support Great Britain? ♦ What were the reasons given in the Declaration of Independence for fighting Great Britain in the American Revolution? ♦ What role did New Jersey play in the American Revolution? ♦ What rights were guaranteed in the Constitution and the Bill of Rights and what role did NJ play in creating these documents? ♦ How did science and technology affect New Jersey's growth and development in the early 1800s? ♦ What is worth fighting for? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ People can stand up for what they believe ♦ People who share ideals can accomplish common goals ♦ Political change can have costs and benefits for different groups ♦ There are basic rights that all people share
<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p> <ul style="list-style-type: none"> ♦ Realize that people can stand up for what they believe in. ♦ Understand that people who share ideals can accomplish common goals. ♦ Identify the costs and benefits of political change for different groups. ♦ List the basic rights that all people share. 	
<p>Integration of Technology: Big Question, myStory Spark, myStory Video, myWorld Activity, myStory Book, Virtual Fieldtrip (online and CD) Use of LCD projector, laptops</p>	
<p>Technology Resources: myWorldSocialStudies.com</p>	
<p>Opportunities for Differentiation: Use of large interactive maps, highlighting text, working with partners or small groups, modified note-taking, use of graphic organizers, modify assessment length/depth/tools</p>	
<p>Primary interdisciplinary connections: language arts and technology</p>	
<p>21st century themes: Critical Thinking and Problem Solving; Life and Career Skills; Collaboration, Teamwork, and Leadership</p>	
<p>Evidence of Learning</p>	
<p>Summative Assessment</p> <ol style="list-style-type: none"> 1. Chapter Assessment 2. Debate reasons for supporting Americans or Great Britain in Revolutionary War. 3. Create an advertisement for an invention that improved agriculture, communication, or transportation 4. Research a specific New Jersey battle and present orally or written. 5. Rewrite and reword the Declaration of Independence in today's language. 	
<p>Equipment needed: LCD Projector, art supplies, computers, library resources, textbook</p>	
<p>Teacher Instructional Resources: Pearson My World Social Studies Teacher Guide and related materials</p>	
<p>Formative Assessments</p>	
<ul style="list-style-type: none"> ♦ Comprehension checks following each lesson ♦ Group discussion ♦ Vocabulary check ♦ Venn diagram ♦ Drawing conclusions from a video (active listening guides) ♦ Illustration ♦ Newspaper article ♦ Writing a Song/Poem About... ♦ Writing a Recommendation... 	<ul style="list-style-type: none"> ♦ Graphic organizers ♦ Section quizzes ♦ Outlining ♦ Timelines ♦ Map skills ♦ Vocabulary term exercises ♦ Storyboard ♦ Lesson Review

Unit 4

The Civil War

Unit Overview

Content Area: Social Studies

Unit Title: The Civil War

Unit: Chapter 4

Target Course/Grade Level: Grade 4

Timeline: 5 days

Unit Summary

Students will learn that the North and South differ strongly over slavery. Many Underground Railroad routes passed through New Jersey, which became an important way for enslaved people to escape. States in the South secede, and the Civil War begins. More than 80,000 New Jersey soldiers fight in Civil War battles. Lincoln's Gettysburg Address reminds people why they are fighting. Much of the South is destroyed in the Civil War. Lincoln begins the process of Reconstruction, but is killed. African Americans gain many rights, including the right to vote and a few are elected to serve in the US Congress.

Learning Targets

Standards

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.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.2	Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Content Statements

- ♦ American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- ♦ The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- ♦ The United States democratic system requires active participation of its citizens.
- ♦ In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- ♦ Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- ♦ The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- ♦ Prejudice and discrimination can be obstacles to understanding other cultures.
- ♦ The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- ♦ Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- ♦ Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- ♦ Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- ♦ Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
- ♦ Insurance is designed to protect the consumer against unintended losses.

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CPI #	Cumulative Progress Indicator (CPI) –		
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.		
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.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.		
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.		
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.		
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.		
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.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.		
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.		
9.1.4.A.4	Apply critical thinking and problem-solving skills in classroom and family settings.		
9.1.4.A.5	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.		
9.1.4.B.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).		
9.1.4.C.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.		
9.1.4.D.1	Express needs, wants, and feelings appropriately in various situations.		
9.1.4.D.2	Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.		
9.2.4.F.3	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.		
9.2.4.G.3	Describe how valuable items might be damaged or lost and ways to protect them.		
9.2.4.G.2	Explain the importance of protection against financial loss and reasons for risk assessment.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ Why did some Americans fight to end slavery during the Civil War and others fought to keep it? ♦ Why did people from New Jersey fight in the Civil War and how was the union saved? ♦ How and why did African Americans begin to fight for equal rights? ♦ What is worth fighting for? </td> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Social, political and economic differences can lead to conflict ♦ People will fight to protect their beliefs and way of life in big wars, men, women, children, and the environment can all be affected ♦ Conflicts can have unexpected results that can reshape a country </td> </tr> </table>		<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ Why did some Americans fight to end slavery during the Civil War and others fought to keep it? ♦ Why did people from New Jersey fight in the Civil War and how was the union saved? ♦ How and why did African Americans begin to fight for equal rights? ♦ What is worth fighting for? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Social, political and economic differences can lead to conflict ♦ People will fight to protect their beliefs and way of life in big wars, men, women, children, and the environment can all be affected ♦ Conflicts can have unexpected results that can reshape a country
<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ Why did some Americans fight to end slavery during the Civil War and others fought to keep it? ♦ Why did people from New Jersey fight in the Civil War and how was the union saved? ♦ How and why did African Americans begin to fight for equal rights? ♦ What is worth fighting for? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Social, political and economic differences can lead to conflict ♦ People will fight to protect their beliefs and way of life in big wars, men, women, children, and the environment can all be affected ♦ Conflicts can have unexpected results that can reshape a country 		
<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p> <ul style="list-style-type: none"> ♦ Recognize that social, political, and economic differences can lead to conflict. ♦ List how conflicts and their unexpected results can shape a country. ♦ Identify ways that big wars can affect men, women, children, and the environment. ♦ Understand that people will fight to protect their beliefs and way of life. 			
<p>Integration of Technology: Big Question, myStory Spark, myStory Video, myWorld Activity, myStory Book, Virtual Fieldtrip (online and CD) Use of LCD projector, laptops</p>			
<p>Technology Resources: myWorldSocialStudies.com</p>			

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Opportunities for Differentiation: Use of large interactive maps, highlighting text, working with partners or small groups, modified note-taking, use of graphic organizers, modify assessment length/depth/tools	
Primary interdisciplinary connections: language arts, math, technology	
21st century themes: Critical Thinking and Problem Solving; Life and Career Skills; Collaboration, Teamwork, and Leadership	
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> ♦ Chapter Assessment ♦ Role play as a Union Soldier or Confederate soldier ♦ Research and create a map of stops throughout New Jersey on the Underground Railroad. ♦ Create an acrostic poem using information learned throughout chapter 4 	
Equipment needed: LCD Projector, art supplies, computers, library resources, textbook	
Teacher Instructional Resources: Pearson My World Social Studies Teacher Guide and related materials	
Formative Assessments	
<ul style="list-style-type: none"> ♦ Comprehension checks following each lesson ♦ Group discussion ♦ vocabulary check ♦ Venn diagram ♦ Drawing conclusions from a video (active listening guides) ♦ Illustration ♦ Newspaper article 	<ul style="list-style-type: none"> ♦ Graphic organizers ♦ Section quizzes ♦ Outlining ♦ Timelines ♦ Map skills ♦ Vocabulary term exercises ♦ Storyboard ♦ Lesson Review

Unit 5

A Time of Change in New Jersey

Unit Overview

Content Area: Social Studies

Unit Title: A Time of Change in New Jersey

Unit: Chapter 5

Target Course/Grade Level: Grade 4

Timeline: 5 days

Unit Summary

Students will learn that new inventions changed the way people lived and industries grew in New Jersey in the 1800s. From 1880 to 1920, immigration to the United States from southern and eastern Europe increased greatly. Many immigrants lived and worked under poor conditions but built strong communities. Progressives and journalists helped bring reform to government and business. Women and African Americans fought for equal rights.

Learning Targets

Standards

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.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.3	Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Content Statements

- ♦ American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- ♦ The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- ♦ Immigrants can become and obtain the rights of American citizens.
- ♦ Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- ♦ Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- ♦ Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- ♦ Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- ♦ American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- ♦ The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- ♦ The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- ♦ Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- ♦ Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- ♦ Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- ♦ Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- ♦ The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
- ♦ Ethical behaviors support human
- ♦ Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- ♦ Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers.

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CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures that lived in New Jersey.
6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
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.14	Trace how the American identity evolved over time.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.4	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.A.5	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.B.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.C.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.D.1	Express needs, wants, and feelings appropriately in various situations.
9.1.4.D.2	Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
9.1.4.D.3	Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
9.1.4.F.1	Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
9.1.4.F.3	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
9.1.4.F.4	=
9.3.4.A.1	Identify reasons why people work and discuss how work can help a person achieve personal goals.
9.3.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.3.4.A.4	Identify qualifications needed to pursue traditional and nontraditional careers and occupations.

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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How did inventions create economic opportunities for people in New Jersey? • What are the reasons that immigrants came from Europe to the United States? • How did the reformers help improve people’s lives in the late 1800s and early 1900s? • How does economic growth provide opportunity? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> • Inventors and their technologies changed how people lived and worked • Immigrants contributed to the nation's diversity, growth, and culture • In the early 20th century, many people worked to gain greater rights for workers, women, and minorities
<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p>	
<ul style="list-style-type: none"> • Identify how inventors and their technologies changed how people lived and worked. • Understand that immigrants contributed to the nation’s diversity, growth, and culture. • List the ways people worked to gain greater rights for workers, women, and minorities in the early 20th century. 	
<p>Integration of Technology: Big Question, myStory Spark, myStory Video, myWorld Activity, myStory Book, Virtual Fieldtrip (online and CD) Use of LCD projector, laptops</p>	
<p>Technology Resources: myWorldSocialStudies.com</p>	
<p>Opportunities for Differentiation:</p> <ul style="list-style-type: none"> • Use of large interactive maps • highlighting text • working with partners or small groups • modified note-taking • use of graphic organizers • modify assessment length/depth/tools 	
<p>Primary interdisciplinary connections: Language arts, science, math, technology</p>	
<p>21st century themes:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving; • Life and Career Skills • Collaboration, Teamwork, and Leadership 	
<p>Evidence of Learning</p>	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment • Create an invention that changes peoples lives (draw on poster board with description or make a model) • Complete an application for immigration that includes country of origin and reasons for immigrating • Summarize the progress made by reformists for women and African Americas. • Write a slogan showing support for reform. 	
<p>Equipment needed: LCD Projector, art supplies, computers, library resources, textbook</p>	
<p>Teacher Instructional Resources: Pearson My World Social Studies Teacher Guide and related materials</p>	
<p>Formative Assessments</p>	
<ul style="list-style-type: none"> • Comprehension checks following each lesson • Group discussion • vocabulary check • Venn diagram • Drawing conclusions from a video (active listening guides) • Illustration • Newspaper article 	<ul style="list-style-type: none"> • Graphic organizers • Section quizzes • Outlining • Timelines • Map skills • Vocabulary term exercises • Storyboard • Lesson Review

Unit 6

Challenges and Opportunities

Unit Overview

Content Area: Social Studies

Unit Title: Challenges and Opportunities

Unit: Chapter 6

Target Course/Grade Level: Grade 4

Timeline: 5 days

Unit Summary:

Students will learn that the United States entered World War I in 1917 and New Jerseyans contributed to the war in many ways. The war ended when both sides signed the Treaty of Versailles. In the 1920s most of the United States enjoyed an economic boom. The economy shrank and people suffered in the Great Depression. President Roosevelt created the New Deal to help Americans. The US fought in World War II from 1941- 1945. Americans at home, including New Jerseyans, helped the effort. America and the Soviet Union competed during the Cold War. The economy grew, and many babies were born after World War II. In the 1950s and 1960s, African American fought for their civil rights. In 1964, Congress passed a law to end discrimination.

Learning Targets

Standards

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.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.2	Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Content Statements

- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The world is comprised of nations that are similar to and different from the United States.
- In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- Ethical behaviors support human

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<ul style="list-style-type: none"> • The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. • Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives. • Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers. 			
CPI #	Cumulative Progress Indicator (CPI)--		
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.		
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.		
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.		
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.		
6.1.4.D.14	Trace how the American identity evolved over time.		
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.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.		
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.		
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.		
9.1.4.A.4	Use data assessed on the Web to inform solutions to problems and the decision-making process.		
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.		
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.		
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).		
9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.		
9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations.		
9.1.4.D.3	Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.		
9.2.4.E.4	Apply comparison shopping skills to purchasing decisions.		
9.2.4.E.5	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.		
9.2.4.E.7	Compare and contrast product facts versus advertising claims.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • Why did many nations take part in WWI and what part did New Jersey play in the war? • How did the New Deal help the end of the Great Depression and increase the role of government and what was New Jersey's role in WWII? • How did the Cold War, economic growth, and the civil rights movement affected the United States and New Jersey? • How do people respond to good times and bad? </td> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> • People go to war to defend their homeland, to come to the aid of others, and to fight against aggression and oppression • The new deal created a larger role for government, an issue that Americans still debate today • The 1950's and 1960's were times of increasing struggles by women and minorities for greater equality </td> </tr> </table>		<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • Why did many nations take part in WWI and what part did New Jersey play in the war? • How did the New Deal help the end of the Great Depression and increase the role of government and what was New Jersey's role in WWII? • How did the Cold War, economic growth, and the civil rights movement affected the United States and New Jersey? • How do people respond to good times and bad? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> • People go to war to defend their homeland, to come to the aid of others, and to fight against aggression and oppression • The new deal created a larger role for government, an issue that Americans still debate today • The 1950's and 1960's were times of increasing struggles by women and minorities for greater equality
<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • Why did many nations take part in WWI and what part did New Jersey play in the war? • How did the New Deal help the end of the Great Depression and increase the role of government and what was New Jersey's role in WWII? • How did the Cold War, economic growth, and the civil rights movement affected the United States and New Jersey? • How do people respond to good times and bad? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> • People go to war to defend their homeland, to come to the aid of others, and to fight against aggression and oppression • The new deal created a larger role for government, an issue that Americans still debate today • The 1950's and 1960's were times of increasing struggles by women and minorities for greater equality 		

Unit Learning Targets (Outcomes) – <i>Students will ...</i>	
<ul style="list-style-type: none"> ♦ Understand that people go to war to defend their homeland, to come to the aid of others, and to fight against aggression and oppression. ♦ Identify the changes that the New Deal created to cause a larger a larger role for the government. ♦ List the struggles incurred by women and minorities in the 1950s and 1960s. 	
Integration of Technology: Big Question, myStory Spark, myStory Video, myWorld Activity, myStory Book, Virtual Fieldtrip (online and CD) Use of LCD projector, laptops	
Technology Resources: myWorldSocialStudies.com	
Opportunities for Differentiation: Use of large interactive maps, highlighting text, working with partners or small groups, modified note-taking, use of graphic organizers, modify assessment length/depth/tools	
Primary interdisciplinary connections: language arts, math, technology	
21st century themes: Critical Thinking and Problem Solving; Life and Career Skills; Collaboration, Teamwork, and Leadership	
Evidence of Learning	
Summative Assessment	
<ol style="list-style-type: none"> 1. Chapter Assessment 2. Compare and Contrast WWI and WWII 3. Research and explain in depth the conditions the Germans had to adhere to within the Treaty of Versailles. 4. Research and report on Roaring 20s. (topics could include fashion, prohibition, music, dance, electricity, household devices, etc) 5. Summarize the causes of the Great Depression. 6. Define and list pros and cons of communism and democracy. 	
Equipment needed: LCD Projector, art supplies, computers, library resources, textbook	
Teacher Instructional Resources: Pearson My World Social Studies Teacher Guide and related materials	
Formative Assessments	
<ul style="list-style-type: none"> ♦ Comprehension checks following each lesson ♦ Group discussion ♦ vocabulary check ♦ Venn diagram ♦ Drawing conclusions from a video (active listening guides) ♦ Illustration ♦ Newspaper article 	<ul style="list-style-type: none"> ♦ Graphic organizers ♦ Section quizzes ♦ Outlining ♦ Timelines ♦ Map skills ♦ Vocabulary term exercises ♦ Storyboard ♦ Lesson Review

Unit 7

A Modern Economy

Unit Overview

Content Area: Social Studies

Unit Title: A Modern Economy

Unit: Chapter 7

Target Course/Grade Level: Grade 4

Timeline: 6 days

Unit Summary

Students will learn that New Jersey has a strong and varied economy. Entrepreneurs play an important role in New Jersey's economy. New Jersey is part of a democratic republic that elects representatives. New Jersey state government is built on foundations from the past. A democracy works because citizens share basic values and beliefs. States have many powers, including establishing local governments. The three branches of government at national and state levels are the executive, legislative, and judicial. New Jersey is divided into 21 counties, each with an elective board. Today New Jersey has a diverse population with a wide range of things to see and do. Citizens of New Jersey have made important contributions in many areas.

Learning Targets

Standards

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.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.2	Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Content Statements

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Regions form and change as a result of unique physical/ecological conditions, economics, and cultures.
- People make decisions based on their needs, wants, and the availability of resources.
- Economics is a driving force for the occurrence of various events and phenomena in societies.
- Interactions among various institutions in the local, national, and global economies influence policymaking and societal outcomes.
- Availability of resources effects economic outcomes.
- Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investments.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- Rules and laws are developed to protect people's rights and the security and welfare of society.
- The United States Constitution and the Bill of Rights guarantee certain fundamental rights for citizens.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- The United States democratic system requires active participation of its citizens.

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- American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- Key historical events, documents, and individuals led to the development of our nation.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- Money management involves setting financial goals.
- Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Taxes and the cost of employee benefits affect the amount of disposable income.
- The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
- Ethical behaviors support human
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers.

CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.C.1	Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
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.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.

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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.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.1.4.C.4	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
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.
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.
6.1.4.A.7	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.
6.1.4.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.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
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.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.6	Explain how the national and state governments share power in the federal system of government.
6.1.4.A.8	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

CPI # Cumulative Progress Indicator (CPI) – (continued)

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.
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.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.4	Use data assessed on the Web to inform solutions to problems and the decision-making process.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

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9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations.
9.1.4.D.3	Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.
9.1.4.F.1	Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
9.2.4.A.4	Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
9.2.4.B.1	Differentiate between financial wants and needs.
9.2.4.B.2	Identify age-appropriate financial goals.
9.4.2.B.3	Explain what a budget is and why it is important.
9.2.4.B.7	Explain the purposes of financial institutions in the community.
9.2.4.C.1	Explain why people borrow money and the relationship between credit and debt.
9.2.4.C.4	Determine the relationships among income, expenses, and interest.
9.2.4.C.5	Determine personal responsibility related to borrowing and lending.
9.2.4.C.6	Summarize ways to avoid credit problems.
9.2.4.D.2	Explain the concept of “opportunity cost.”
9.2.4.D.3	Explain what it means to “invest.”
9.2.4.D.4	Distinguish between income and investment growth.
9.2.4.E.3	Evaluate financial information from a variety of sources.
9.2.4.E.5	Explain what it means to be a responsible consumer and the factors to consider when making consumer purchases.
9.2.4.E.7	Compare and contrast facts versus advertising claims.
9.2.4.F.1	Demonstrate an understanding of individual financial obligations and community financial obligations.
9.2.4.F.2	Relate a country’s economic system of production and consumption to building personal wealth and achieving societal responsibility.
9.2.4.F.3	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
9.2.4.F.4	Identify skills related to organizing, managing, and taking on the risks of owning a business.
9.2.4.G.1	Summarize common types of financial risks and basic risk management strategies.
9.2.4.G.2	Explain the importance of protection against financial loss and reasons for risk assessment.
9.2.4.G.3	Describe how valuable items might be damaged or lost and ways to protect them.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ♦ How does New Jersey’s economy and government affect our daily lives and well being? ♦ What rights and responsibilities do we have as a citizen? ♦ How do the local, state, and national governments work together in a federal system to improve citizens’ lives? ♦ How does the state of New Jersey enjoy a great diversity and unique culture? ♦ What should be the goals and responsibilities of government? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ♦ New Jersey's government and economy both affect citizen's daily lives and well-being ♦ Citizens have certain rights but they also have certain responsibilities ♦ Local, state, and national governments work together in a federal system to improve citizens lives ♦ The state of New Jersey enjoys great diversity and a unique culture
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<p>Unit Learning Targets (Outcomes) – Students will ...</p> <ul style="list-style-type: none"> ♦ Realize that New Jersey’s government and economy affect citizen’s daily lives and well being. ♦ List the rights and responsibilities citizens have. ♦ Describe how local, state, and national governments work together in a federal system to improve citizens’ lives. ♦ Identify the diversities and unique cultures that the state of New Jersey enjoys.

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<p>Integration of Technology: Big Question, myStory Spark, myStory Video, myWorld Activity, myStory Book, Virtual Fieldtrip (online and CD) Use of LCD projector, laptops</p>	
<p>Technology Resources: myWorldSocialStudies.com</p>	
<p>Opportunities for Differentiation: Use of large interactive maps, highlighting text, working with partners or small groups, modified note-taking, use of graphic organizers, modify assessment length/depth/tools</p>	
<p>Primary interdisciplinary connections: language arts, math, technology</p>	
<p>21st century themes: Critical Thinking and Problem Solving; Life and Career Skills; Collaboration, Teamwork, and Leadership</p>	
<p>Evidence of Learning</p>	
<p>Summative Assessment</p>	
<ul style="list-style-type: none"> ♦ Chapter Assessment ♦ Create a vocabulary book using chapter terms ♦ Create a diary of given rights used on a daily basis as outlined in the Constitution. (length of diary is your discretion and could even be given as a family task) ♦ Compare and Contrast the state seal and the sea of the United States. ♦ Create a family seal and outline meanings for all symbols included. ♦ Branches of government tree. ♦ Research a famous person from New Jersey and complete report. ♦ Compose a song about New Jersey today. (Stronger than the Storm) 	
<p>Equipment needed: LCD Projector, art supplies, computers, library resources, textbook</p>	
<p>Teacher Instructional Resources: Pearson My World Social Studies Teacher Guide and related materials</p>	
<p>Formative Assessments</p>	
<ul style="list-style-type: none"> ♦ Comprehension checks following each lesson ♦ Group discussion ♦ vocabulary check ♦ Venn diagram ♦ Drawing conclusions from a video (active listening guides) ♦ Illustration ♦ Newspaper article 	<ul style="list-style-type: none"> ♦ Graphic organizers ♦ Section quizzes ♦ Outlining ♦ Timelines ♦ Map skills ♦ Vocabulary term exercises ♦ Storyboard ♦ Lesson Review

Handbook

Lower Township School District
Cape May, New Jersey

Unit Overview

Content Area: Social Studies

Unit Title: Handbook

Unit: Handbook

Target Course/Grade Level: Grade 4

Timeline: 9 days

Unit Summary

Students will preview topics of civics, geography, and economics.

Learning Targets

Standards

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.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
CPI #	Cumulative Progress Indicator (CPI) –
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.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
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.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.6	Explain how the national and state governments share power in the federal system of government.
6.1.4.A.8	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
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.
6.3.4.A.1	Evaluate what makes a good rule or law.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.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.C.1	Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how choices influence decisions made by individuals, communities, and nations.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

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6.1.4.C.8	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.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations.
9.1.4.D.3	Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ What is a constitution and why are government powers divided among the three branches? ♦ What is an amendment and what does federalism mean? ♦ What do the terms supply and demand mean? ♦ What is a free market economy? ♦ What are the ways you can describe where you live? ♦ What is government? ♦ What are the five themes of geography? ♦ What is economy? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ The constitution is a written plan for government ♦ The bill of rights is another name for the first ten amendments to the constitution ♦ Five themes of geography ♦ Geography is the study of earth ♦ The United States has a free market economy ♦ Banks are an important part of the United States economy
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Unit Learning Targets (Outcomes) –
Students will ...

- ♦ Understand the importance of the US Constitution, the Bill of Rights, and the three branches of government.
- ♦ Describe the characteristics of a good citizen.
- ♦ Identify the different types of maps and their purpose.
- ♦ Compare and contrast a free market economy vs supply and demand.
- ♦ Understand the role that banks play on our economy.

Integration of Technology:
Big Question, myStory Spark, myStory Video, myWorld Activity, myStory Book, Virtual Fieldtrip (online and CD)
Use of LCD projector, laptops

Technology Resources: myWorldSocialStudies.com

- Opportunities for Differentiation:**
- ♦ Use of large interactive maps
 - ♦ highlighting text
 - ♦ working with partners or small groups
 - ♦ modified note-taking
 - ♦ use of graphic organizers
 - ♦ modify assessment length/depth/tools

Primary interdisciplinary connections: language arts, math, technology

- 21st century themes:**
- ♦ Critical Thinking and Problem Solving
 - ♦ Life and Career Skills
 - ♦ Collaboration, Teamwork, and Leadership

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Evidence of Learning

Summative Assessment	
<ul style="list-style-type: none"> ♦ Flip book displaying/describing the federal system ♦ Create a map using all necessary map parts (compass rose, scale, key, borders, landforms) of an imaginary land. ♦ Vocab quiz ♦ Teacher created quiz/test 	
Equipment needed: LCD Projector, art supplies, computers, library resources, textbook	
Teacher Instructional Resources: Pearson My World Social Studies Teacher Guide and related materials	
Formative Assessments	
<ul style="list-style-type: none"> ♦ Comprehension checks following each lesson ♦ Group discussion ♦ Vocabulary check ♦ Venn diagram ♦ Drawing conclusions from a video (active listening guides) ♦ Illustration ♦ Newspaper article 	<ul style="list-style-type: none"> ♦ Graphic organizers ♦ Section quizzes ♦ Outlining ♦ Timelines ♦ Map skills ♦ Vocabulary term exercises ♦ Storyboard ♦ Lesson Review