

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*Moorestown Township Public Schools  
Social Studies Department*

*Social Studies Curriculum  
Grade 3*

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**Prepared by: *Emily Olsen***

**Supervisor: Roseth Rodriguez**

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## [Course Description and Fundamental Concepts](#)

- The third-grade social studies curriculum provides students with the knowledge, skills and perspectives needed to become responsible, informed citizens and contributing members of local, state, national, and global communities in the 21st century. The social studies program must, therefore, be integrated into a coherent, sequentially developed approach to learning that is meaningful to each student. The information students learn today should serve them well when they are adults and should make them better citizens tomorrow.
- The third-grade social studies course focuses on our physical geography, government, immigration, our American culture, Black history, communities of different sizes, personal financial literacy, and the study of our community: Moorestown.

## New Jersey Student Learning Standards (NJSLS)

### **Subject/Content Standards**

*Include grade appropriate subject/content standards that will be addressed*

### **Civics, Government, and Human Rights: Civics and Political Institutions**

<b>Core Idea</b>	<b>Performance Expectations</b>
In a representative democracy, individuals play a role in how government functions.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</li> </ul>
In a representative democracy, individuals elect representatives to act on the behalf of the people.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</li> <li>• 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</li> <li>• 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</li> <li>• 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</li> <li>• 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</li> <li>• 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</li> </ul>

### **Civics, Government, and Human Rights: Participation and Deliberation**

<b>Core Idea</b>	<b>Performance Expectations</b>
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Core Idea	Performance Expectations
	<ul style="list-style-type: none"> <li>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).</li> </ul>
<p>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p>A major role of citizens in a representative democracy is to make responsible decisions about who should govern.</p>	<ul style="list-style-type: none"> <li>6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</li> </ul>

### Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
<p>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</p>	<ul style="list-style-type: none"> <li>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).</li> <li>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).</li> <li>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</li> </ul>

### Civics, Government, and Human Rights: Processes and Rules

Core Idea	Performance Expectations
<p>There are different processes for establishing rules and laws.</p>	<ul style="list-style-type: none"> <li>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> <li>6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.</li> </ul>

<p>Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</li> <li>• 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</li> </ul>
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### Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
<p>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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, inspired social activism in subsequent generations.</li> <li>• 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.</li> </ul>
<p>Individuals have the right to be safe and not to be bullied or discriminated against.</p>	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> </ul>

### Civics, Government, and Human Rights: Civic Mindedness

Core Idea	Performance Expectations
<p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem-solving with others who have different perspectives.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</li> <li>• 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</li> </ul>
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### Geography, People, and the Environment: Human Population Patterns

Core Idea	Performance Expectations
Regions form and change as a result of unique physical conditions, economies, and cultures.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</li> </ul>
The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



## Geography, People, and the Environment: Spatial Views of the World

Core Idea	Performance Expectations
<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>	<ul style="list-style-type: none"><li>• 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).</li><li>• 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.</li><li>• 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.</li><li>• 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).</li><li>• 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.</li></ul>

## Geography, People, and the Environment: Human Environment Interaction

Core Idea	Performance Expectations
<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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).</li><li>• 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</li></ul>

## Geography, People, and the Environment: Global Interconnections

Core Idea	Performance Expectations
<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.</p>	<ul style="list-style-type: none"><li>• 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.</li><li>• 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</li><li>• 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</li><li>• 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li></ul>

## Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
<p>Economic decision-making involves setting goals and identifying the resources available to achieve those goals.</p>	<ul style="list-style-type: none"><li>• 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</li></ul>
<p>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</p>	<ul style="list-style-type: none"><li>• 6.1.5.EconET.2: Use quantitative data to engage in cost-benefit analyses of decisions that impact the individual and/or community.</li><li>• 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li></ul>

## Economics, Innovation, and Technology: Exchange and Markets

Core Idea	Performance Expectations
<p>The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</p>	<ul style="list-style-type: none"><li>• 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</li><li>• 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).</li><li>• 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</li></ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
The exchange of goods and services can have negative and positive effects.	<ul style="list-style-type: none"> <li>• 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</li> <li>• 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</li> </ul>

**Economics, Innovation, and Technology: National Economy**

<b>Core Idea</b>	<b>Performance Expectations</b>
The government uses a variety of tools to pay for the goods and services it provides to individuals and communities.	<ul style="list-style-type: none"> <li>• 6.1.5.EconNE.1: Explain the ways in which the government pays for the goods and services it provides.</li> </ul>
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	<ul style="list-style-type: none"> <li>• 6.1.5.EconNE.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</li> <li>• 6.1.5.EconNE.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</li> <li>• 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> <li>• 6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</li> <li>• 6.1.5.EconNE.6: Examine the qualities of entrepreneurs in a capitalistic society.</li> <li>• 6.1.5.EconNE.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> </ul>

## Economics, Innovation, and Technology: Global Economy

Core Idea	Performance Expectations
<p>Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.</li> <li>• 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</li> <li>• 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</li> </ul>

## History, Culture, and Perspectives: Continuity and Change

Core Idea	Performance Expectations
<p>Chronological sequencing helps us track events over time.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</li> </ul>
<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</li> <li>• 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> </ul>
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<b>Core Idea</b>	<b>Performance Expectations</b>
	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</li> <li>• 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</li> <li>• 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>• 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</li> <li>• 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.</li> <li>• 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</li> <li>• 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</li> <li>• 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).</li> </ul>

## History, Culture, and Perspectives: Understanding Perspectives

Core Idea	Performance Expectations
Events may be viewed differently based on one's perspective.	<ul style="list-style-type: none"><li>• 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.</li><li>• 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li><li>• 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</li><li>• 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</li></ul>
Historical records are shaped by the society that the creator lived in.	<ul style="list-style-type: none"><li>• 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</li><li>• 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</li><li>• 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li></ul>

## History, Culture, and Perspectives: Historical Sourcing and Evidence

Core Idea	Performance Expectations
There are a variety of sources that help us understand the past.	<ul style="list-style-type: none"><li>• 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.</li></ul>
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	<ul style="list-style-type: none"><li>• 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</li></ul>

### **Civics, Government, and Human Rights: Participation and Deliberation**

<b>Core Idea</b>	<b>Performance Expectations</b>
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<ul style="list-style-type: none"><li>• 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.</li><li>• 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</li></ul>
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"><li>• 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.</li></ul>

### **Geography, People, and the Environment: Human Environment Interaction**

<b>Core Idea</b>	<b>Performance Expectations</b>
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"><li>• 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</li></ul>

### **Geography, People, and the Environment: Global Interconnections**

<b>Core Idea</b>	<b>Performance Expectations</b>
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	<ul style="list-style-type: none"><li>• 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</li></ul>

### **Economics, Innovation, and Technology: Economic Ways of Thinking**

<b>Core Idea</b>	<b>Performance Expectations</b>
Economic decision-making involves setting goals and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"><li>• 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.</li></ul>

## History, Culture, and Perspectives: Claims and Argumentation

Core Idea	Performance Expectations
Historians use evidence from multiple sources to support their claims and arguments about the past.	<ul style="list-style-type: none"> <li>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.</li> </ul>

## Civic Financial Responsibility

Core Ideas	Performance Expectations
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

## Credit Profile

Core Ideas	Performance Expectations
There are benefits to having a positive credit history.	9.1.5.CP.1: Identify the advantages of maintaining a positive credit history.

## Economic and Government Influences

Core Ideas	Performance Expectations
Taxes are collected on a variety of goods and services at the local, state, and federal levels.	<ul style="list-style-type: none"> <li>9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”</li> <li>9.1.5.EG.2: Describe how tax monies are spent</li> </ul>
There is a broader economic system that influences your financial goals.	<ul style="list-style-type: none"> <li>9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.</li> <li>9.1.5.EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.</li> </ul>
There are agencies, laws, and resources to protect individuals as consumers.	9.1.5.EG.5: Identify sources of consumer protection and assistance.



### Financial Institutions

Core Ideas	Performance Expectations
People can choose to save money in many places such as home in a piggy bank, bank, or credit union.	9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

### Financial Psychology

Core Ideas	Performance Expectations
An individual's financial traits and habits affect his/her finances.	<ul style="list-style-type: none"> <li>• 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.</li> <li>• 9.1.5.FP.2: Identify the elements of being a good steward of money.</li> </ul>
Spending choices and their intended and unintended consequences impact financial outcomes and personal well being.	<ul style="list-style-type: none"> <li>• 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.</li> <li>• 9.1.5.FP.4: Explain the role of spending money and how it affects well being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).</li> </ul>
Not all financial information is accurate or truthful.	9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

### Planning and Budgeting

Core Ideas	Performance Expectations
There are specific steps associated with creating a budget.	9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.	9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

## Risk Management and Insurance

Core Ideas	Performance Expectations
Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	<ul style="list-style-type: none"> <li>• 9.1.5.RMI.1: Identify risks that individuals and households face.</li> <li>• 9.1.5.RMI.2: Justify reasons to have insurance.</li> </ul>

### Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
Unit 1, 2, 3, 4, 5, 6, 7, and 8	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<p><b>9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p><b>9.2.5.CAP.2:</b> Identify how you might like to earn an income.</p> <p><b>9.2.5.CAP.3:</b> Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p><b>9.2.5.CAP.4:</b> Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p>
Units 2, and 5	Income and benefits can vary depending on the employer and type of job or career.	<p><b>9.2.5.CAP.5:</b> Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</p>
	There are a variety of factors to consider before starting a business.	<p><b>9.2.5.CAP.6:</b> Compare the characteristics of a successful entrepreneur with the traits of successful employees. •</p> <p><b>9.2.5.CAP.7:</b> Identify factors to consider before starting a business.</p>

<b>Unit 7</b>	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	<b>9.2.5.CAP.8:</b> <i>Identify risks that individuals and households face.</i> <b>9.2.5.CAP.9:</b> <i>Justify reasons to have insurance.</i>
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**Life Literacies and Key Skills ([Standard 9.4](#))**  
*List appropriate units below for which standards will be addressed*

<b>By Grade 5</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
<b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b>	<b>Creativity and Innovation:</b> Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	<b>9.4.5.CI.1:</b> <i>Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</i> <b>9.4.5.CI.2:</b> <i>Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</i>
<b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b>	<b>Creativity and Innovation:</b> Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	<b>9.4.5.CI.3:</b> <i>Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</i> <b>9.4.5.CI.4:</b> <i>Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</i>

<p><b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b></p>	<p><b>Critical Thinking and Problem-solving:</b> The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>	<p><i>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</i></p> <p><i>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</i></p> <p><i>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</i></p> <p><i>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</i></p>
<p><b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b></p>	<p><b>Digital Citizenship:</b> Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source.</p>	<p><i>9.4.5.DC.1: Explain the need for and use of copyrights.</i></p> <p><i>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</i></p> <p><i>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</i></p>
<p><b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b></p>	<p><b>Digital Citizenship:</b> Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.</p>	<p><i>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</i></p>
<p><b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b></p>	<p><b>Digital Citizenship:</b> Digital identities must be managed in order to create a positive digital footprint.</p>	<p><i>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity</i></p>
<p><b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b></p>	<p><b>Digital Citizenship:</b> Digital tools have positively and negatively changed the way people interact socially.</p>	<p><i>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</i></p> <p><i>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</i></p>
	<p><b>Digital Citizenship:</b> Digital engagement can improve the planning and delivery of climate change actions.</p>	<p><i>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</i></p>

<p><b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b></p>	<p><b>Global and Cultural Awareness:</b> Culture and geography can shape an individual's experiences and perspectives.</p>	<p><i>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</i></p>
<p><b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b></p>	<p><b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</p>	<p><i>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</i></p>
<p><b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b></p>	<p><b>Information and Media Literacy:</b> Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.</p>	<p><i>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</i>  <i>9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.</i></p>
	<p><b>Information and Media Literacy:</b> Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.</p>	<p><i>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</i>  <i>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</i></p>
<p><b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b></p>	<p><b>Information and Media Literacy:</b> Specific situations require the use of relevant sources of information.</p>	<p><i>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</i>  <i>9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).</i></p>
<p><b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b></p>	<p><b>Technology Literacy:</b> Different digital tools have different purposes.</p>	<p><i>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</i>  <i>9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.</i>  <i>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</i></p>

<b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b>	<b>Technology Literacy:</b> Collaborating digitally as a team can often develop a better artifact than an individual working alone.	<i>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).</i> <i>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</i>
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**Interdisciplinary Connections ([2020 NJSLs](#))**

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

**English Language Arts Anchor Standards**

List appropriate units below for which standards may be addressed

Unit Addressed	Standard #	Standard Description
<b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b>	<b>NJSLSA.R1.</b>	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b>	<b>NJSLSA.R2.</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Unit 6 and 8</b>	<b>NJSLSA.R3.</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b>	<b>NJSLSA.R4.</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>Unit 1, 2, 3, 5, 6, and 7</b>	<b>NJSLSA.R5.</b>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

<b>Unit 6 and 8</b>	<b>NJSLSA.R6.</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>Unit 1, 2, 3, 4, 5, 6, and 7</b>	<b>NJSLSA.R7.</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Unit 2, 3, 4, 5, 6, 7, and 8</b>	<b>NJSLSA.R9.</b>	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b>	<b>NJSLSA.R10.</b>	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
<b>Unit 6</b>	<b>NJSLSA.W1.</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Unit 1, 2, 3, 4, 5, 6, and 7</b>	<b>NJSLSA.W2.</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	<b>NJSLSA.W3.</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>Unit 6 and 8</b>	<b>NJSLSA.W4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	<b>NJSLSA.W5.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	<b>NJSLSA.W6.</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

<b>Unit 1, 2, 3, 4, 5, and 7</b>	<b>NJSLSA.W7.</b>	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
<b>Unit 1, 2, 3, 4, 5, 6, and 7</b>	<b>NJSLSA.W8.</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	<b>NJSLSA.W9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Unit 6</b>	<b>NJSLSA.W10.</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b>	<b>NJSLSA.SL1.</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b>	<b>NJSLSA.SL2.</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b>	<b>NJSLSA.SL3.</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>Unit 6</b>	<b>NJSLSA.SL4.</b>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	<b>NJSLSA.SL5.</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.



<b>Unit 6</b>	<b>NJSLSA.SL6.</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	<b>NJSLSA.L1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<b>NJSLSA.L2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	<b>NJSLSA.L3.</b>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>Unit 1, 2, 3, 4, 5, and 7</b>	<b>NJSLSA.L4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	<b>NJSLSA.L5.</b>	Demonstrate understanding of word relationships and nuances in word meanings.
<b>Unit 1, 2, 3, 4, 5, and 7</b>	<b>NJSLSA.L6.</b>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Visual & Performing Arts Integration ([Standard 1](#))**

List appropriate units below for which standards (1.1 through 1.5) may be addressed

<b>Unit Addressed</b>	<b>Artistic Process</b>	<b>Anchor Standard</b>
<b>Unit 1, 2, 3, 4, 5, 6, 7, and 8</b>	<b>Creating</b>	<p><i>Anchor Standard 1: Generating and conceptualizing ideas.</i> <i>Anchor Standard 2: Organizing and developing ideas.</i> <i>Anchor Standard 3: Refining and completing products.</i></p> <p><i>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater, and/or visual art.</i></p>
<b>Unit 3, 4 and 5</b>	<b>Connecting</b>	<p><i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i></p> <p><i>All students will understand the role, development, and influence of the arts throughout history and across cultures.</i></p>
<b>Unit 2, 3, and 6</b>	<b>Performing/ Presenting/ Producing</b>	<p><i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> <i>Anchor Standard 6: Conveying meaning through art.</i></p> <p><i>All students will synthesize those skills, media, methods, and technologies appropriate to creating performing, and/or presenting works of art in dance, music, theater, and/or visual art.</i></p>
<b>Unit 4</b>	<b>Responding</b>	<p><i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>Anchor Standard 9: Interpreting intent and meaning.</i></p> <p><i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater, and/or visual art.</i></p>

**Other Interdisciplinary Content Standards**

List appropriate units below for any other content/standards that may be addressed

<b>Unit Addressed</b>	<b>Content / Standard #</b>	<b>Standard Description</b>
<b>Unit 1</b>	3-PS2-2.	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion
<b>Unit 1</b>	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
<b>Unit 1, 5</b>	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world.
<b>Unit 5</b>	3-LS4-3.	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
<b>Unit 5, 7 and 8</b>	3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
<b>Unit 1, 2, 3 and 8</b>	3.NBT.2	Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
<b>Unit 2, 3, 5</b>	3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
<b>Unit 7</b>	3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

**Amistad, Holocaust, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:**

<b>Unit Addressed</b>	<b>Performance Expectations</b>
<p><b>Units 1, 2, 3, 4, 5, 6, 7, 8</b></p>	<p><b>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)</b>                      Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.                      The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
<p><b>Unit 7</b></p>	<p><b>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12)</b>                      Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
<p><b>Units 1, 2, 3, 4, 5, 6, 7, and 8</b></p>	<p><b>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12)</b>                      Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>

<b>Units 1, 2, 3, 4, 5, 6, and 8</b>	<b>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12)</b> A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
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**Pacing Guide** (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit 1: Our Physical Geography	September (~19 days)
	October (~19 days)
Unit 2: Government	November (~16 days)
Unit 3: Our American Culture	December (~15 days)
	January (~18 days)
Unit 4: Black History	February (~18 days)
Unit 5: Communities of Different Sizes	March (~15-20 days)
	April (~15-20 days)
Unit 6: Holocaust	May (~18 days)
Unit 7: Our Community - Moorestown	
	June (~15 days)
Unit 8: Personal Financial Literacy	

## [Units Scope and Sequence](#)

### Unit 1: Our Physical Geography

#### Learning Goals: What do I want my students to learn?

##### Standards

[NJSLs](#) -

##### **Social Studies Standards**

*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.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.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.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.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.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.GeoI.4 - Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.*

*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.*

##### **ELA Standards:**

*RI.3.1; RI.3.2; RI.3.4; RI.3.5; RI.3.7; RI.3.10; RF.3.4; RL.3.1; RL.3.4; RL.3.5; W.3.2; W.3.7; W.3.8; SL.3.1; SL.3.2; SL.3.3; L.3.4; L.3.6*

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

## Fundamental Concepts / Big Ideas

- Physical Geography is part of all communities
- What can you use to find a community's location?
- What are the physical features of a community?
- What are our country's regions?
- What are natural resources?

## Learning Objectives

Students will be able to...

- Understand the importance of using visuals to gain meaning from text
- Understand types of visuals and what they show
- Use geographic tools to locate communities
- Use hemisphere, equator, and prime meridian to find locations
- Understand relative location
- Understand that relative location is defined by latitude and longitude
- Develop skills to locate places using latitude and longitude
- Recognize and describe physical characteristics of places
- Identify landforms, climate, and vegetation of communities
- Understand physical processes
- Identify and explain the purpose and elements of landform maps
- Identify the physical features of communities in the United States
- Identify the five geographical regions of the United States
- Explain that regions can share both physical and human characteristics
- Describe how communities can be part of more than one region
- Identify both living and nonliving natural resources
- Understand the importance of renewable and nonrenewable resources
- Identify and name the 50 states in the United States of America



## Unit 2: Government

### Learning Goals: What do I want my students to learn?

#### Standards

##### NJSLS

##### **Social Studies Standards:**

- 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.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.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.HistorySE.2 - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.*
- 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.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.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.EconET.3 - Explain how scarcity and choice influence decisions made by individuals, communities, and nations.*
- 6.1.5.EconNE.7 - Describe the role and relationship among households, businesses, laborers, and governments within the economic system.*
- 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.*

##### **ELA Standards:**

*RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7, RI.3.9, RI.3.10, RF.3.4, RL.3.1, RL.3.4, RL.3.5, W.3.2, W.3.7, W.3.8, SL.3.1, SL.3.2, SL.3.3, L.3.4, L.3.6*

### **Fundamental Concepts / Big Ideas**

- What are the three branches of our government?
- What are local governments?
- How are the national and state governments alike and different?
- What are some of the symbols of our country?
- How do other countries govern their people?

### **Learning Objectives**

Students will be able to...

- Understand how to skim and scan text to identify main ideas and find specific information
- Identify the three levels of government
- Identify and describe the three branches of the national government
- Identify government services
- Understand the purpose of government as listed in the Preamble to the United States Constitution
- Explain how the United States Constitution fosters self-government in a democracy
- Explain the basic types, purposes, and structures of city and county governments
- Identify goods and services that local governments provide
- Explain how local taxes support government services
- Understand the characteristics and purpose of a road map
- Understand how to use a road map
- Use a road map to write directions to get from one location to another
- Describe the features of state government and its leaders
- Describe the features of national government of its leaders
- Identify services that state and national governments provide
- Identify places that are important in our country's government
- Understand the purpose of the United States Capitol
- Identify how to resolve conflicts using the four steps to aid in the resolution
- Describe how cooperation and mediators are tools for social interaction
- Participate in role-play to solve a school based issue
- Explain how certain symbols are associated with values of United States history and government
- Identify various monuments and memorials and what they symbolize
- Explain how certain documents symbolize our nation
- Understand that line graphs show quantitative changes over time
- Read and interpret a line graph
- Create a line graph showing population changes over time
- Understand the importance of state flags, seals, and mottos in creating a sense of pride and civic-mindedness among citizens
- Understand that world governments can be different
- Compare and contrast the governments of the United States, Canada, Mexico, and Bhutan
- Explain how the United States interacts with neighboring countries
- Understand that the electoral process includes many steps
- Learn the qualifications necessary to vote in the United States

## Unit 3: Our American Culture

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) -

**Social Studies Standards:**

*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.7 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.*

*6.1.5.HistoryUP.6 - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.*

*6.1.5.HistorySE.2 - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.*

*6.1.5.CivicsHR.4 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.*

**ELA Standards:**

*RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7, RI.3.9, RI.3.10 RF.3.4, RL.3.1, RL.3.2, RL.3.4, W.3.2, W.3.7, W.3.8, SL.3.1, SL.3.2, SL.3.3, L.3.4, L.3.6*

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[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- Why do people move to new places?
- How do different groups in the United States share their cultures?
- What makes up our American heritage?

#### Learning Objectives

Students will be able to...

- Explain what an anticipation guide is and how it can aid comprehension
- Identify reasons why people move and settle in new places
- Describe immigrants' arrival and living conditions in the United States
- Identify reasons why people move within a country
- Understand that a population map shows patterns of settlement
- Recognize that population density shows the number of people living in a given area
- Understand how different groups share their cultures in the United States
- Compare and contrast cultures and diversity in communities
- Identify ways that immigrants contribute to communities
- Identify American landmarks such as the Statue of Liberty and Mount Rushmore

- Identify and explain the significance of national holidays
- Explain how Maya Lin's designs show respect for her American heritage and for the people she honors through her memorials

## Unit 4: Black History

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) -

**Social Studies Standards:**

*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.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, inspired social activism in subsequent generations.*

*6.1.5.CivicsHR.4 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.*

**ELA Standards:**

*RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.9, RI.3.10, RF.3.4, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6, W.3.2, W.3.7, W.3.8, SL.3.1, SL.3.2, SL.3.3, L.3.4, L.3.6*

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[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- Historical figures of African American descent played an important role in our society

#### Learning Objectives

Students will be able to...

- Recognize and analyze the role of various African American figures in our history

## Unit 5: Communities of Different Sizes

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) -

**Social Studies Standards:**

*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.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.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.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.EconNE.5 - Explain how the availability of private and public goods and services is influenced by the government and the global economy.*

*6.1.5.EconET.3 - Explain how scarcity and choice influence decisions made by individuals, communities, and nations.*

*6.1.5.EconNE.7 - Describe the role and relationship among households, businesses, laborers, and governments within the economic system.*

*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.CivicsCM.5 - Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.*

**ELA Standards:**

*RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7, RI.3.9, RI.3.10, RF.3.4, RL.3.1, RL.3.4, RL.3.5, W.3.2, W.3.7, W.3.8, SL.3.1, SL.3.2, SL.3.3, L.3.4, L.3.6*

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## Fundamental Concepts / Big Ideas

- What is an Urban Community?
- What is a Suburban Community?
- What is a Rural Community?

## Learning Objectives

Students will be able to...

- Understand how to preview and question text while reading
- Identify the features of an urban community
- Compare and contrast urban communities in the United States
- Understand how a grid system makes it easier to find exact locations
- Use a grid system to identify locations on a map
- Understand how Frederick Law Olmsted showed caring for people in urban communities by creating places that promote human activity
- Identify the features of a suburban community
- Compare urban and suburban communities
- Explain why people settle in suburban areas
- Identify features of a rural community
- Compare a rural area to suburban and urban communities
- Identify connections between rural, suburban, and urban areas
- Recognize that people have different perspectives concerning communities
- Identify how every place is unique and can be described by its physical characteristics
- Use community resources to ask and answer questions about features of the local community
- Create a community collage that identifies and describes the communities climate, landforms, businesses, transportation, population, and places where people gather

## Unit 6: Holocaust Education

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) -

#### **Social Studies Standards:**

*N.J.S.A. 18A:35-28 - Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.*

*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.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, inspired 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.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.*

#### **ELA Standards:**

*RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, RF.3.4, W.3.1, W.3.2, W.3.4, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6*

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[NJSLs - Interdisciplinary Standards](#)



## **Fundamental Concepts / Big Ideas**

This unit was prepared to help students accept and appreciate uniqueness in themselves and others in order for them to become members of an ever-changing multicultural society (Weingard, 1999). Students will begin to recognize that they do possess the ability to make a difference in the world.

The lessons included in this curriculum are sensitive and appropriate for teaching third graders about the Holocaust. This curriculum includes a variety of lessons focused on building self-respect, tolerance, and respect for humanity.

- To teach students to recognize and appreciate uniqueness in themselves and others.
- Guide students to realize that one person can make a difference.
- Provide students with a basic introduction to the Holocaust.

## **Learning Objectives**

Students will be able to...

- Identify positive characteristics about themselves
- Recognize differences of others in a positive manner
- Understand that actions have consequences; either positive or negative (cause and effect)
- Develop an awareness of the Holocaust

## Unit 7: Our Community - Moorestown

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) -

**Social Studies Standards:**

*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.EconNE.3 - Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.*

*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.EconNE.4 - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.*

*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.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.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.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.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.8 - Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.*

*6.1.5.HistorySE.2 - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.*

*6.1.5.HistoryUP.7 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.*

**ELA Standards:**

*RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7, RI.3.9, RI.3.10 RF.3.4, RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.6; W.3.2, W.3.7, W.3.8, SL.3.1, SL.3.2, SL.3.3, L.3.4, L.3.6*

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[NJSLS - Interdisciplinary Standards](#)

**Fundamental Concepts / Big Ideas**

- The primary focus of this unit is to make students aware of the historical qualities that contribute to the uniqueness of Moorestown. Students connect their lives with the past and relate to the characteristics that originally forged us as a community.

**Learning Objectives**

Students will be able to...

- Compare and contrast the lives of the Lenni Lenape Indians of Moorestown with their own lives today.
- Map the voyage of Henry Hudson and his ship called, The Half Moon.
- Identify the First Settlers of Burlington County and of Moorestown.
- Examine the beliefs, the characteristics, and the heritage of the Quakers.
- Explain how Moorestown got its name and interpret the symbols on the Moorestown Seal.
- Analyze the contributing factors and key figures of the Revolutionary War and Moorestown's role during this time period.
- Differentiate between the role of the minutemen and the British Soldiers.
- Discuss and review the role of the Hessians during the American Revolution.
- Trace the development of roads and transportation in Moorestown.
- Review early businesses in Moorestown.
- Analyze the significance of the Underground Railroad and its impact on slavery.
- Identify homes in Moorestown that were part of the Underground Railroad.
- Examine the accomplishments of Dr. John Hinchman Stokes, Alice Paul, the Hollingshead Family, Eldridge Johnson, and Samuel Allen.
- Compare and contrast the first schools of Moorestown to the schools in Moorestown today.
- Discuss the qualities and characteristics of Moorestown in the present day.
- Identify, label, and recall the different architectural features and styles of Moorestown homes.

## Unit 8: Personal Financial Literacy

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) -

**Social Studies Standards:**

*9.1.5.CR.1 - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.*

*9.1.5.EG.3 - Explain the impact of the economic system on one's personal financial goals.*

*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.2 - Identify the elements of being a good steward of money.*

*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 well being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).*

*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).*

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[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

#### Fundamental Concepts / Big Ideas

- People can choose to save money in many places.
- Taxes are collected on a variety of goods and services.
- Saving money can impact an individual's ability to accomplish their short-and long-term goals.
- An individual's passions, aptitude and skills can affect his/her employment and earning potential.
- Income and benefits can vary depending on the employer and type of job/career.

#### Learning Objectives

Students will be able to...

- Understand ways to earn and use money
- Understand that different jobs earn different wages
- Practice responsibility with money
- Develop skills to save towards a goal
- Identify items or rewards they wish to purchase

- Create a balanced checkbook to understand how much money they have
- Recognize how to divide an allowance into a spending plan
- Learn how to balance income and expenses
- Gain confidence in preparing spending plans
- Apply math skills to balance a spending plan
- Recognize the importance of keeping purchase records
- Gain an understanding of spending behavior outcomes

Please contact the Content Supervisor for any questions.