

# GRADE THREE

FAMILIES

GEOGRAPHY SKILLS

HELPERS

SOCIAL STUDIES SKILLS

NEIGHBORS

LIFE LONG AGO

GOVERNMENT

WORK

RULES

ENVIRONMENT



## Social Studies Skills: 6.1

\*Social Studies Skills need to be used throughout the study of the units and across the curriculum.


Reading Skills	Writing Skills	Maps and Globe Skills	Charts and Graphs	Data and Diagrams
<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw Conclusions</li> <li><input type="checkbox"/> Read Biographies</li> <li><input type="checkbox"/> Main Idea and Details</li> <li><input type="checkbox"/> Retell stories</li> <li><input type="checkbox"/> Compare and contrast Information</li> <li><input type="checkbox"/> Classify/Categorize</li> <li><input type="checkbox"/> Recite poems</li> <li><input type="checkbox"/> Use illustrations</li> <li><input type="checkbox"/> Picture Walks</li> <li><input type="checkbox"/> Predictions</li> <li><input type="checkbox"/> Cause and Effect</li> <li><input type="checkbox"/> Sequence: Past, Present, Future; 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>,</li> <li><input type="checkbox"/> First, Next, Last</li> <li><input type="checkbox"/> Vocabulary <b>Word Walls</b> for social studies</li> <li><input type="checkbox"/> Choral Reading</li> <li><input type="checkbox"/> Internet Child friendly sites – materials, activities</li> <li><input type="checkbox"/> Electronic Atlas</li> <li><input type="checkbox"/> Electronic Encyclopedia</li> <li><input type="checkbox"/> <b>Almanac</b></li> <li><input type="checkbox"/> Dramatize historical events</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Topic Books – final project presented using technology tools</b></li> <li><input type="checkbox"/> Friendly Letter</li> <li><input type="checkbox"/> Letter to the Editor</li> <li><input type="checkbox"/> Pen Pals - electronic</li> <li><input type="checkbox"/> Personal Glossary Picture Book – alphabetical order</li> <li><input type="checkbox"/> Shared Writing</li> <li><input type="checkbox"/> Write <b>four</b> sentences about a topic</li> <li><input type="checkbox"/> narrative accounts</li> <li><input type="checkbox"/> Write <b>persuasive</b> letters</li> <li><input type="checkbox"/> Write <b>descriptive</b> paragraphs – four sentences on a given topic</li> <li><input type="checkbox"/> Social Studies Journal Writing</li> <li><input type="checkbox"/> Diary Writing</li> <li><input type="checkbox"/> Write questions for <b>interviews</b></li> <li><input type="checkbox"/> Write questions for <b>surveys</b></li> <li><input type="checkbox"/> Create a <b>travel journal</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use directions – up, down...</li> <li><input type="checkbox"/> Map title</li> <li><input type="checkbox"/> Map keys</li> <li><input type="checkbox"/> Picture maps</li> <li><input type="checkbox"/> Map of neighborhood</li> <li><input type="checkbox"/> Map of town/city</li> <li><input type="checkbox"/> Map of State</li> <li><input type="checkbox"/> Map of the 50 States</li> <li><input type="checkbox"/> Map of North America</li> <li><input type="checkbox"/> Map of the World</li> <li><input type="checkbox"/> History Map</li> <li><input type="checkbox"/> Political Map</li> <li><input type="checkbox"/> Locator Map</li> <li><input type="checkbox"/> Landform Map</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Picture graphs</li> <li><input type="checkbox"/> Bar graphs</li> <li><input type="checkbox"/> Flow chart</li> <li><input type="checkbox"/> Pie Chart</li> <li><input type="checkbox"/> Line Graph</li> <li><input type="checkbox"/> Information charts - e.g. jobs in the neighborhood, school and neighborhood helpers, jobs at home</li> <li><input type="checkbox"/> KWL Charts</li> <li><input type="checkbox"/> Create a Chart - organize information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read temperatures - Fahrenheit</li> <li><input type="checkbox"/> Read calendar</li> <li><input type="checkbox"/> Timelines</li> <li><input type="checkbox"/> Diagrams</li> </ul> <p style="text-align: center;"><b>(How to Make a Time Line and Timelines through history</b>  <a href="http://www.socialstudiesforkids.com/">http://www.socialstudiesforkids.com/</a>)</p>


## UNIT ONE: Celebrate Communities Here – There – Then – Now!


OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>History:6.4</u></b></p> <p><b><u>Multiple Cultures and Ethnic Groups in communities</u></b></p> <p>Define culture; define ethnic group</p> <p>Describe the <b>cultural groups</b> that live together in your city because of religion, language, ethnic heritage, customs, traditions</p> <p>Discuss how cultural groups express and transmit their culture, beliefs and values through oral tradition , literature, songs and cultural celebrations</p> <p>Compare and contrast <b>cultural celebrations</b> in your city...holidays, birthdays, and weddings...</p> <p>Explain how cultural celebration <b>enrich</b> the entire community</p> <p>Describe the meaning of different <b>religious/cultural</b> celebrations</p> <p><b><u>Immigration</u></b></p> <p>Discuss the reasons why various groups, voluntarily or involuntarily <b>immigrated</b> to America and New Jersey</p> <p>Describe some of the problems immigrants have/had in settling in a new country</p> <p><b><u>Prejudice and Discrimination</u></b></p> <p>Assess the problem of <b>prejudice</b> between and among the members of your community. Give examples of how you can work to break this prejudice</p> <p>Discuss the problem of <b>discrimination</b> because of race or culture</p>	<p style="text-align: center;"><b>Culture</b></p> <p style="text-align: center;"><b>Ethnic groups site:</b> <a href="http://www.ipl.org/div/cquest/">http://www.ipl.org/div/cquest/</a></p> <p style="text-align: center;"><b><u>Example of Ethnic Culture</u></b></p> <p style="text-align: center;"><b>Chinese</b> <b>Hispanic</b> <b>Indian</b> <b>Haitian</b> <b>Japanese</b></p> <p style="text-align: center;"><b><u>Cultural Celebrations</u></b></p> <p style="text-align: center;"><b>Cinco de Mayo</b> <b>St. Patrick’s Day Parade</b> <b>Chinese New Year</b> <b>Haitian flag Day</b> <b>Indian Sankranti Harvest Fest</b> <b>Asian New Year</b> <b>Mardi Gras</b></p> <p style="text-align: center;"><b><u>Religious or Cultural Celebrations</u></b></p> <p style="text-align: center;"><b>Christmas</b> <b>Ramadan</b> <b>Hanukkah</b> <b>Kwanzaa</b></p> <p style="text-align: center;"><b>Immigrant, Immigration</b></p> <p style="text-align: center;"><b>Prejudice</b> <b>Discrimination</b></p>	<p>It is expected that Social Studies in the primary grades be taught through an <b>abundance</b> of literature: <b><u>Fiction, non-fiction and poetry.</u></b></p> <p>Social Studies should be <b><u>integrated</u></b> into the reading classes, social studies, and science and religion classes.</p> <p>It is expected that Social Studies be taught by the use of <b><u>interviews, site visits, software, music and art.</u></b></p> <p>It is expected that Social Studies is taught by using some of the vast resources on the <b><u>Internet</u></b></p> <p>It is expected that Social Studies is taught by the use of <b><u>individual and small group project, Webquests...</u></b></p> <p style="text-align: center;"><b><u>Textbooks</u></b></p> <p>Macmillan/McGraw Hill: Communities 2009</p> <p>Scott Foresman: Here We Go – 2008</p> <p>Harcourt: People and Communities – 2007</p> <p>Houghton Mifflin: communities – 2008</p>

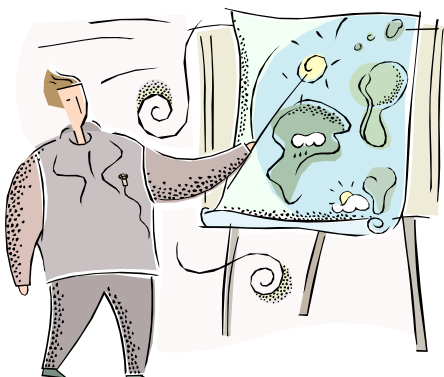
OUTCOMES	VOCABULARY	RESOURCES
<p><b>History 6.4</b>  <b>Communities from Afar</b>            Note: Choose two or three communities from outside the United States that have special meaning to you and your students. Let your classroom become those communities during the course of your study. Through Literature-fiction, non-fiction and poetry; through the art, music and dance of the people; through interviews with parents, grandparents, friends share stories about life in the country; through the adventures of the Internet. Let the students see the similarities and differences between communities.            Examples: Tokyo, New Delhi, Mexico City, London, Baghdad, Rio de Janeiro</p> <p>Retell stories that show <b>the values, the ideas, and the traditions of the people</b></p> <p>Appraise some of the <b>art, literature and music</b> from your city afar</p> <p>Describe and explain <b>variations</b> in the <b>physical environment</b> of your American cities: climate, landforms, natural resources, natural hazards</p> <p>Identify the important <b>landmarks</b> of your city and relate their significance</p> <p>Describe the <b>cultural groups</b> that often live together In your city of choice – because of religion, language, ethnic heritage, customs, traditions</p> <p>Describe the <b>natural resources</b> and how they are used in your city of choice</p>	<p><b>Art</b>  <b>Music</b>  <b>Stories, tales, poetry</b></p> <p><b>Climate</b>  <b>Cultural celebrations</b></p> <p><b>Adaptation</b></p> <p><b>Natural resources</b></p>	<p><b>Scenes of Cities in Africa:</b>  <a href="http://www.thetalkingdrum.com/cities.html">http://www.thetalkingdrum.com/cities.html</a></p> <p>Excellent site for activities:  <a href="http://www.socialstudiesforkids.com">www.socialstudiesforkids.com</a></p> <p>These are excellent sites for lessons, pictures, activities  <a href="http://www.kent.k12.wa.us/curriculum/soc_studies/elem/elementary.htm">http://www.kent.k12.wa.us/curriculum/soc_studies/elem/elementary.htm</a></p> <p><a href="http://www.glc.k12.ga.us/seqlps/sudisplay.asp?SUID=269">http://www.glc.k12.ga.us/seqlps/sudisplay.asp?SUID=269</a></p> <p><a href="http://classroom.jc-schools.net/basic/socst.html">http://classroom.jc-schools.net/basic/socst.html</a></p> <p><b>Webquest: Neighborhoods</b></p> <p><a href="http://www.eiu.edu/~readctr/800WebQuests/Nowak%20Web/index.htm">http://www.eiu.edu/~readctr/800WebQuests/Nowak%20Web/index.htm</a></p> <p><b>New Jersey History Museum</b>  <a href="http://www.censusfinder.com/newjersey-historical-museums.htm">http://www.censusfinder.com/newjersey-historical-museums.htm</a></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>History: 6.4</u></b></p> <p><b><u>Communities Across the United States</u></b></p> <p>Note: Choose two or three communities from within the United States that have special meaning to you and your students. Let your classroom become those communities during the course of your study. Through literature – fiction, non-fiction and poetry; through the art, music and dance of the people; through interviews with parents, grandparents, friends share stories about life in the country; through the adventures of the Internet let the students see the similarities and differences between communities.</p> <p>Examples: New Orleans, Seattle, Honolulu, Alaska, Chicago, Houston, and Phoenix...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retell stories that show <b>the values, the ideas, and the traditions of the people</b></li> <li><input type="checkbox"/> Appraise some of the <b>art, literature and music</b> from your city afar</li> <li><input type="checkbox"/> Describe and explain <b>variations</b> in the <b>physical environment</b> of your American cities: Climate, landforms, natural resources, natural hazards</li> <li><input type="checkbox"/> Identify the important <b>landmarks</b> of your city and relate their significance</li> <li><input type="checkbox"/> Describe the <b>cultural groups</b> that often live together in your city of choice – because of religion, language, ethnic heritage, customs, traditions</li> <li><input type="checkbox"/> Describe the <b>natural resources</b> and how they are used in your city of choice</li> </ul>	<p style="text-align: center;">Environment Values Traditions</p> <p style="text-align: center;">County and State Fairs New Orleans Jazz and Heritage Festival Native American Green Corn Festival Arbor Day 4-H Fairs</p> <p style="text-align: center;">Physical Environment Landmarks</p> <p style="text-align: center;">Native resources</p>	<p>Provide Materials for the students' creations:</p> <p style="text-align: center;">Wall murals Scrapbooks My Family's Customs Book Mobile Interview templates</p> <p style="text-align: center;">Begin to teach the students how to use the wealth of resources available for understanding our global world:</p> <p style="text-align: center;">Electronic Atlas Electronic encyclopedias e.g. <a href="http://www.shsocialstudies.com">www.shsocialstudies.com</a></p> <p style="text-align: center;">Important Site for Social Studies Teachers: National Council of social Studies Teachers: <a href="http://www.socialstudies.org">http://www.socialstudies.org</a></p> <p>Begin to make use of the incredible primary documents of your neighborhood from your county historical society e.g. <a href="http://resources.rootsweb.com/usa/NJ/Middlesex/">http://resources.rootsweb.com/usa/NJ/Middlesex/</a></p>

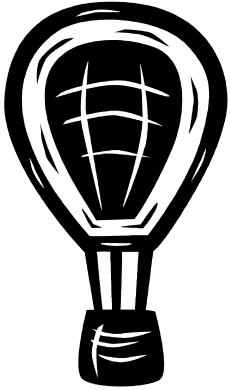
OUTCOMES	VOCABULARY	RESOURCES
<p><b>HISTORY: 6.4</b>  <u>Communities of the Long Ago Past</u></p> <p>Choose communities of long ago that have an interest for you and your students. Examples: Native American – Iroquois; English explores – Jamestown; Spanish explorers – Florida; French explorers – Quebec, Canada...Include pioneer communities I your study...</p> <p>Describe how <b>the natural resources</b> of the area of the Native Americans, pioneers and explorers influenced the way they dressed, built their homes, obtained their food</p> <p>Describe the <b>community life</b> of Native Americans, explorers and pioneers of choice</p> <p>Identify and retell stories of the <b>leaders</b> of the native Americans, pioneers and explorers of choice</p> <p>Retell stories of <b>the lives of children</b> in the Native American, explorer and pioneer communities</p> 	<p><b>Native Americans</b></p> <p>Spanish explorers  English Explorers  French Explorers</p> <p>Pioneer</p> <p>Leaders</p> <p>Daniel Boone</p> <p>Children's stories</p>	<p>Native American Webquests:</p> <p><a href="http://www.angelfire.com/tx4/lessons/Native-Americans2.html#Introduction">http://www.angelfire.com/tx4/lessons/Native-Americans2.html#Introduction</a></p> <p><a href="http://mrsdell.org/nativeamericans/">http://mrsdell.org/nativeamericans/</a></p> <p><a href="http://users.rcn.com/abisson.massed/nativeam.htm">http://users.rcn.com/abisson.massed/nativeam.htm</a></p> <p>Webquests on Pioneers</p> <p><a href="http://library.thinkquest.org/6400">http://library.thinkquest.org/6400</a></p> <p><a href="http://library.thinkquest.org/6400/who.htm">http://library.thinkquest.org/6400/who.htm</a></p> <p>Webquest on the Explorers</p> <p><a href="http://www.burke.k12.nc.us/technology/webquests/explorers/">http://www.burke.k12.nc.us/technology/webquests/explorers/</a></p> <p>Great sites for all the explorers to America</p> <p><a href="http://cte.jhu.edu/techacademy/web/2000/slezak/exhotlist.html">http://cte.jhu.edu/techacademy/web/2000/slezak/exhotlist.html</a></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>History: 6.4</u></b></p> <p><b><u>Urban, Rural and Suburban Communities</u></b> Choose a rural, suburban and urban city in the United States that means something to you and your students</p> <p><b><u>Rural Communities</u></b> Explain what a rural community means Compare the ways people meet their needs in a rural community...food, shelter, clothing, and work... Describe the geography of your rural community Describe what is meant by a <b>suburban community</b></p> <p><b><u>Suburban community</u></b> Compare the ways people meet their needs in a suburban community...food, shelter, clothing, and work... Describe how a rural community can change to a suburban community</p> <p><b><u>Urban communities</u></b> Describe what is meant by an <b>urban community</b> Compare the ways people meet their needs in an urban community...food, shelter, clothing and work Compare and contrast urban and suburban communities</p>	<p>Rural</p> <p>Suburban</p> <p>Urban</p> <p>Needs and Wants</p>	<p>Wonderful resources at this site for rural, suburban and urban communities – plus lots of other resources for the year!</p> <p><a href="http://www.bcps.org/offices/lis/curric/elem/Esocstud.htm#grade3">http://www.bcps.org/offices/lis/curric/elem/Esocstud.htm#grade3</a></p> <p>Webquests on communities. Great ideas for a project you can adapt for Grade Three</p> <p><a href="http://intgrunits.olivet.edu/internal/Moving/individualactivities.htm">http://intgrunits.olivet.edu/internal/Moving/individualactivities.htm</a></p> <p>Best of the Webquests</p> <p><a href="http://www.nevada.edu/strudler/wg.html">http://www.nevada.edu/strudler/wg.html</a></p>  <p>Nevada</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>History: 6.4</u></b></p> <p><b><u>Varied Community Environments</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and contrast life in your community with a <b>desert</b> community in the United States</li> <li><input type="checkbox"/> Compare and contrast life in your community with an <b>island</b> community in the Caribbean</li> <li><input type="checkbox"/> Compare and contrast life in your community with a <b>frigid community</b> – e.g. Alaska</li> </ul> <p><b><u>Communities Arising</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how <b>natural resources</b> gave rise to communities in our past.</li> <li><input type="checkbox"/> Describe what life was like for the workers in these <b>communities of opportunity</b>: California Gold Rush and Texas Black Gold Era</li> </ul>	<p><b>Desert</b> <b>Island</b> <b>Frigid</b> <b>Mountain</b></p> <p><b>California Gold Rush</b> <b>Black Gold in Beaumont, Texan</b></p> 	<p><b>Desert Webquest:</b></p> <p><a href="http://olc.spsd.sk.ca/DE/webquests/desertanimals/">http://olc.spsd.sk.ca/DE/webquests/desertanimals/</a></p> <p><b>Weather Webquest</b></p> <p><a href="http://www.geocities.com/diana_cox_2001/">http://www.geocities.com/diana_cox_2001/</a></p> <p><b>Background articles on deserts of America:</b></p> <p><a href="http://www.desertuse.com/glossary.html">http://www.desertuse.com/glossary.html</a></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Geography 6.6</u></b></p> <p><b><u>Location: Maps and Globe</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the <b>globe</b> as a model of the Earth</li> <li><input type="checkbox"/> Understand that maps are different <b>representations</b> of the Earth</li> <li><input type="checkbox"/> Read map title and <b>map symbols</b> on maps</li> <li><input type="checkbox"/> Use simple <b>map color keys</b> to find places in the neighborhood</li> <li><input type="checkbox"/> Use a <b>map grid</b> to find sites on a picture map</li> <li><input type="checkbox"/> Use a <b>map scale</b> to determine distance on a picture map</li> <li><input type="checkbox"/> Understand that the <b>Earth</b> is made up of different <b>landforms</b> and bodies of <b>water</b></li> <li><input type="checkbox"/> Explore <b>simple picture maps</b> to identify the location of places in the classroom and in the school and neighborhood</li> <li><input type="checkbox"/> Explore a map to locate your <b>town/city</b></li> <li><input type="checkbox"/> Locate <b>New Jersey and the United States</b> on a map and globe</li> <li><input type="checkbox"/> Show where the <b>border line</b> is for the United States – Canada and Mexico</li> </ul>	<p>Address Globe Map Picture Map Map Title Map Symbols Map color keys</p> <p>Map grid Map scale</p> <p>Earth</p> <p>State New Jersey</p> <p>Country United States</p> <p>Border line of a Country</p> <p>Continents</p>	<p>Excellent site for activities: <a href="http://www.socialstudiesforkids.com">www.socialstudiesforkids.com</a></p> <p>Weather Units: <a href="http://www.proteacher.org">http://www.proteacher.org</a> <a href="http://www.theteacherscorner.net">http://www.theteacherscorner.net</a></p> 

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Geography 6.6</u></b></p> <p><b><u>Location: Maps and Globe</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate the <b>seven continents</b> of the world</li> <li><input type="checkbox"/> Locate the <b>four oceans</b> of the world</li> <li><input type="checkbox"/> Locate the <b>North and South Pole</b> on a globe</li> <li><input type="checkbox"/> Locate the <b>Prime Meridian</b> on the globe</li> <li><input type="checkbox"/> Locate the <b>Equator</b> on the map and globe</li> <li><input type="checkbox"/> Understand the <b>connection</b> between your town/city; state, country, continent, Earth</li> </ul> <p><b><u>Location: Maps and Globes</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish between <b>land and water</b> on globes and maps</li> <li><input type="checkbox"/> Demonstrate the <b>cardinal directions</b> of North, South, East, West</li> <li><input type="checkbox"/> Demonstrate the <b>intermediate directions</b> of NE, NW, SE, SW</li> <li><input type="checkbox"/> Find “<b>global address</b>” on a map by state the <b>latitude and longitude</b> on a given site</li> <li><input type="checkbox"/> Use the compass rose to find site on a picture map</li> </ul>	<p>North America South America Europe Africa Asia Australia Antarctica</p> <p><u>Oceans</u> Atlantic Pacific India Arctic</p> <p>North Pole South Pole Prime Meridian Equator Sphere Compass rose Cardinal directions North, South, East, West Intermediate Directions Northeast, Northwest, Southeast, Southwest</p> <p>Global address Latitude Longitude Summer, Fall – <u>Autumn</u>,  Winter, Spring</p>	<p><b>Webquests</b></p> <p>What is a webquest? An inquiry-oriented activity in which most or all of the information used by students is online. Webquest give links necessary to complete the project</p> <p><b>BUILDING BLOCKS OF A WEBQUEST</b></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Task</li> <li>3. Process</li> <li>4. Resources</li> <li>5. Evaluation</li> <li>6. Conclusion</li> </ol> <p>For a full explanation of Webquests for elementary students do yourself a favor and read from the ‘father of the webquest’ what exactly they are all about.</p> <p><a href="http://webquest.sdsu.edu/about_webquests.html">Bernie Dodge</a>, San Diego State University <a href="http://webquest.sdsu.edu/about_webquests.html">http://webquest.sdsu.edu/about_webquests.html</a></p> <p><b>Best Webquests</b> <a href="http://eduscapes.com/sessions/travel/k3webquests.htm">http://eduscapes.com/sessions/travel/k3webquests.htm</a></p>


OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Geography 6.6</u></b></p> <p><b><u>Weather and climate</u></b></p> <p>Give examples of <b>seasonal weather</b> changes in the communities you studied  Identify and describe <b>the weather and climate</b> of your communities  Illustrate how climate affects <b>the way people live</b> – clothing, play...in your communities  Explain how climate, location and physical surroundings affect everyday life and work  Identify different types of dangerous weather in the United States and communities around the world that you studied  Describe how natural hazards affect people’s lives</p> <p><b><u>Landforms</u></b>  Find the different landforms that can be located on a map and globe</p> <p><b><u>Waterforms</u></b>  Find the different waterforms that can be located on a map and globe</p>	<p>Hot, Cold, Warm, Rain, Snow</p> <p>Thunderstorms  Hurricanes  <u>Tsunamis</u>  Tornadoes  Blizzard  Draught,  Tropical Storms  <u>Landforms</u>  Hill  Valley  Plains  Mountains  Canyon, Desert, Cliff, Beach, Mesa,  Plateau  Tundra  Peninsula (e.g. Sandy Hook, NJ  Island – (e.g. Long Beach Island, NJ)  Desert (e.g. Arizona)  <u>Waterforms</u>  Oceans  Rivers  Lakes  <u>Great Lakes: Erie Huron, , Michigan, Ontario, Superior Bay, Canal Gulf</u></p> <p><u>Green Buildings</u></p> <p>Natural Resources</p> <p>Use of Resources  Reuse of Resources</p>	<p>Virtual Field Trips – New Jersey Resources</p> <p>New Jersey Kids page  <a href="http://www.state.nj.us/hangout_nj/">http://www.state.nj.us/hangout_nj/</a></p> <p>State of New Jersey Government Site  <a href="http://www.state.nj.us/">http://www.state.nj.us/</a></p> <p>US Equestrian Team Headquarters  <a href="http://www.uset.com/">http://www.uset.com/</a></p> <p>New Jersey Balloon Festival  <a href="http://balloonfestival.com">http://balloonfestival.com</a></p> 

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Geography 6.6</u></b></p> <p><b><u>Natural Resource</u></b></p> <p>Identify <b>Natural Resources</b> in the communities you studied</p> <p>Identify the <b>uses and reuses</b> of natural resources in your community</p> <p>Demonstrate how you can wisely <b>care for the Earth</b></p> <p>Give examples of <b>renewable and non-renewable natural resources</b></p> <p>Describe how <b>pesticides</b> can hurt animals and plants</p> <p>Formulate questions to ask an architect about the meaning of <b>green buildings</b></p> <p>Formulate questions to a <b>Conversation Organization if New Jersey</b> about the consequences of too much land clearing for building</p> <p>Retell stories of <b>local organizations</b> that care for the land</p> <p>Create a slogan for local <b>conservation</b></p> <p>Compose a poem for Earth Day – April 22</p> <p><b><u>New Jersey Catholic Schools Students Go Green:</u></b></p> <p>Make a chart showing how you are caring for our Earth</p>	<p><b><u>Non-renewable resources:</u></b></p> <p>Water Air Oil Gas Coal Minerals</p> <p><b><u>Renewable Resources:</u></b></p> <p>Trees Plants</p> <p><b>Pesticides</b></p> <p><b><u>Care of the Earth</u></b></p> <p><b>Conservation</b> <b>Pollution</b></p> <p><b><u>Environment</u></b></p> <p>Reuse Recycle Reduce</p>	<p><b>Great resource for geography games:</b></p> <p><a href="http://www.iknowthat.com">http://www.iknowthat.com</a></p> <p><b>Children’s resource for current events:</b></p> <p><a href="http://www.newscurrents.com">http://www.newscurrents.com</a></p> <p><b>Conservation in New Jersey</b> <a href="http://www.njaudubon.org/Conservation/">http://www.njaudubon.org/Conservation/</a></p> <p><b>Geography games</b> <a href="http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php">http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php</a></p> <p><b>Geography Games</b> <a href="http://www.ilike2learn.com/">http://www.ilike2learn.com/</a></p>

**UNIT THREE: COMMUNITIES AND SAFETY**

<b>OUTCOMES</b>	<b>VOCABULARY</b>	<b>RESOURCES</b>
<p><b>CIVICS 6.2</b>  <b><u>Rules and Laws</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that there are <b>safety reasons</b> for having <b>rules</b> at home and St school and in communities</li> <li><input type="checkbox"/> Give examples of <b>rules in school</b> that ensure your safety</li> <li><input type="checkbox"/> Demonstrate <b>safety</b> while in the school building</li> <li><input type="checkbox"/> Demonstrate the <b>consequences</b> of not following rules</li> <li><input type="checkbox"/> Understand that rules in the community are called <b>laws</b></li> </ul> <p><b><u>Responsibilities:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that family members, friends and classmates can teach us how to act <b>responsibly</b></li> <li><input type="checkbox"/> Understand that we have many <b>leaders</b> who have different responsibilities in our school and neighborhood</li> </ul> <p><b><u>Government – Local</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Experience a classroom campaign</b> for community helpers. Describe the selection process for candidates and their ‘parties’, the campaign, the voting, the election</li> <li><input type="checkbox"/> Interview your local government officials – <b>mayor and or council members</b>. Identify services that they provide for the community. Ask how these services are financed</li> </ul>	<p align="center"> <b>Rules</b>  <b>Authority</b>  <b>Safety</b>  <b>Consequences</b>  <b>Laws</b> </p> <p align="center"> <b>Responsibility</b>  <b>Leaders</b> </p> <p align="center"> <b>Principal</b>  <b>Pastor</b> </p> <p align="center"> <b>Campaign</b>  <b>Candidate</b>  <b>Party</b>  <b>Voting</b>  <b>Election</b>  <b>Consent of the governed</b> </p> <p align="center"> <b>Mayor</b>  <b>Council Members</b> </p> <p align="center"> <b>Education</b>  <b>Transportation</b>  <b>Recreation</b> </p>	<p>Teacher Resource of Merit – The materials you can get at PBS – Teachers – are very good.</p> <p><a href="http://www.pbs.org/teachers/socialstudies/">http://www.pbs.org/teachers/socialstudies/</a></p> <p>“<b>Consent of the governed</b>” is a <u>political theory</u> stating that a <u>government’s legitimacy</u> and <u>moral right</u> to use <u>state power</u> or ought to be, derived from the <u>people</u> or <u>society</u> over which that power is exercised. This theory of "consent" is historically contrasted to the <u>divine right of kings</u> and has often been invoked against the <u>legitimacy</u> of <u>colonialism</u></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b>Civics 6.2</b> <b>Government – State</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compose a letter to the <b>Governor</b> of New Jersey in Trenton asking about the <b>immigrants’ history</b> in New Jersey</li> <li><input type="checkbox"/> Describe what the <b>New Jersey Legislature</b> - New Jersey General Assembly and the New Jersey Senate – has done for <b>immigrant rights</b> in New Jersey</li> <li><input type="checkbox"/> Identify services commonly provided by the State Government</li> </ul> <p><b>Government – National</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the importance of the Declaration of Independence</li> <li><input type="checkbox"/> Understand that the <b>Constitution</b> of the United States is our plan for good government</li> <li><input type="checkbox"/> Describe the job description of our <b>President</b></li> <li><input type="checkbox"/> Explain what happens when a bill is vetoed by the president</li> <li><input type="checkbox"/> Describe the job description of the <b>United States Legislature</b> – the House of Representatives and the United States Senators</li> <li><input type="checkbox"/> Describe the job description of the <b>United States Supreme Court</b></li> <li><input type="checkbox"/> Identify the right guaranteed in the <b>Bill of rights</b></li> </ul>	<p style="text-align: center;"><b>Governor</b> <b>New Jersey Legislature</b> <b>General Assembly</b> <b>Senate</b></p> <p style="text-align: center;"><b>Trenton Capitol</b></p> <p style="text-align: center;"><b>Government services:</b> <b>Safety and Security</b> <b>Education</b> <b>Recreation</b> <b>Transportation</b></p> <p style="text-align: center;"><b>President</b> <b>United States Legislature</b> <b>House of Representatives</b> <b>United States Senate</b></p> <p style="text-align: center;"><b>Judges</b> <b>Chief Judge</b></p> <p style="text-align: center;"><b>Washington</b> <b>Capitol</b></p> <p style="text-align: center;"><b>Declaration of independence</b> <b>Thomas Jefferson</b> <b>U.S. Constitution</b> <b>Government Plan</b></p>	<p><b>Primary Resources on the Constitution</b> <a href="http://www.congressforkids.net/Constitution_billofrights.htm">http://www.congressforkids.net/Constitution_billofrights.htm</a></p> <p><b>Colonial Williamsburg has wonderful resources:</b> <a href="http://www.state.nj.us/hangout_nj/">http://www.state.nj.us/hangout_nj/</a></p> <p><b>New Jersey Legislature for elementary students:</b> <a href="http://www.njleg.state.nj.us/kids/index.asp">http://www.njleg.state.nj.us/kids/index.asp</a></p> <p><b>Veto: a.</b> a power of one department or branch of a government to forbid or prohibit finally or provisionally the carrying out of projects attempted by another department; <i>especially:</i> a power vested in a chief executive to prevent permanently or temporarily the enactment of measures passed by a legislature <b>b.</b> 1- the exercise e of such authority 2. a message communicating the reasons of an executive and especially the president of the United States for vetoing a proposed law</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Rights – Citizens</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retell stories of brave women <b>freedom seekers</b> in our national history. Describe their contribution to our society</li> <li><input type="checkbox"/> Describe the <b>different rights</b> new citizens have in your home family, school family, community family</li> <li><input type="checkbox"/> Explain that a <b>citizen</b> is a member o a country</li> <li><input type="checkbox"/> Demonstrate ways you can veto a <b>responsible citizens</b></li> <li><input type="checkbox"/> Explain the reason why we <b>vote</b></li> </ul> <p><b><u>Symbols of our Country:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify memorials, monuments and building connected to our American identity</li> <li><input type="checkbox"/> Understand some of the <b>symbols</b> that represent the United States; Identify the motto of the United States</li> </ul> <p><b><u>Holidays</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the <b>holidays</b> we celebrate as a nation</li> <li><input type="checkbox"/> Retell stories about Martin Luther King, Jr. <b>“I Have a Dream”</b></li> </ul>	<p style="text-align: center;"> <b>Rosa Parks</b>  <b>Thurgood Marshall</b>  <b>Jane Addams – Hull House</b> </p> <p style="text-align: center;"><b>Citizen Rights and Responsibilities:</b></p> <p style="text-align: center;"><b>Be: Respectful, caring, and responsible.</b>  <b>Be fair, honest and show courage</b></p> <p style="text-align: center;"><b>National Landmarks</b></p> <p style="text-align: center;"> <b>Washington Monument</b>  <b>Jefferson Memorial</b>  <b>Lincoln Memorial</b>  <b>Mount Rushmore</b>  <b>Roosevelt Memorial</b>  <b>Korean and Viet Nam Memorials</b>  <b>Mount Rushmore</b>  <b>Capitol Building</b> </p> <p style="text-align: center;"><b>Symbols</b></p> <p style="text-align: center;"> <b>Pledge of Allegiance</b>  <b>Flag</b>  <b>Stars and Stripes</b>  <b>Bald Eagle</b>  <b>Presidential Seal</b>  <b>Liberty Bell</b>  <b>Uncle Bell</b>  <b>Uncle Sam</b>  <b>U.S. Currency</b>  <b>“In God We Trust”</b> </p> <p style="text-align: center;"><b>Celebrate Flag Day – June 14</b></p>	<p style="text-align: center;"> <b>Background articles on Rosa Park:</b>  <a href="http://www.grandtimes.com/rosa.html">http://www.grandtimes.com/rosa.html</a>   <a href="http://afroamhistory.about.com/od/rosaparks/p/bio_parks_r.html">http://afroamhistory.about.com/od/rosaparks/p/bio_parks_r.html</a> </p> <p style="text-align: center;"> <b>Background article on Thurgood Marshall:</b>  <a href="http://library.thinkquest.org/3337/tmarsh.html">http://library.thinkquest.org/3337/tmarsh.html</a> </p> <div style="text-align: center;"> <p><b>Jane Addams</b></p>  </div> <p style="text-align: center;"> <b>Thanksgiving Webquest;</b>  <a href="http://www.osbornet.org/mon/webquests/thanksgivingwebquest.htm">http://www.osbornet.org/mon/webquests/thanksgivingwebquest.htm</a> </p> <p style="text-align: center;"> <b>Webquest on the Pilgrims</b>  <a href="http://si.unm.edu/loslunas_2001/asmith/asmith_wq/WEBQUEST.htm">http://si.unm.edu/loslunas_2001/asmith/asmith_wq/WEBQUEST.htm</a> </p>


OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sing <b>The Star Spangled Banner</b> – Our National Anthem</li> <li><input type="checkbox"/> Sing the song <b>America</b></li> <li><input type="checkbox"/> Sing the song <b>Yankee Doodle</b></li> <li><input type="checkbox"/> Sing the song <b>America the Beautiful</b></li> <li><input type="checkbox"/> Sing the song <b>You're a Grand Old Flag</b></li> </ul> <p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Study the art of Emanuel Gottlieb Leutze – immigrant artist who settled in Philadelphia</li> </ul> <p><b><u>Literature</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen to stories by Mary Antin – Russian immigrant who settled in Boston; Langston Hughes – African American who settled in Harlem</li> </ul> <div data-bbox="270 943 529 1315" data-label="Image"> </div> <p data-bbox="233 1336 569 1365"><b>Settlers Arriving by Railroad</b></p>	<p data-bbox="762 180 1335 326"><b>Throughout the school year , through stories, songs, rituals and videos/software celebrate each and every national holiday – with meaning</b></p> <p data-bbox="737 363 1356 542"><b>National holidays: Martin Luther King Day, Presidents' Day, May Day, Cinco de Mayo Memorial Day, July 4<sup>th</sup>, Labor Day, Columbus Day, Veterans; Day, Thanksgiving</b></p> <p data-bbox="737 581 1245 834"><b>Black History Month in February Women's History Month in March Chinese New Year May Day Kwanzaa Thanksgiving, Native Americans, Pilgrims</b></p>	<p data-bbox="1562 180 1822 212"><b>American Artists</b></p> <p data-bbox="1388 253 2003 326"><a href="http://www.artcyclopedia.com/nationalities/American.html">http://www.artcyclopedia.com/nationalities/American.html</a></p> <div data-bbox="1545 362 1843 532" data-label="Image"> </div> <p data-bbox="1472 550 1919 623"><b>Washington Crossing the Delaware Emanuel Gottlieb Leutze</b></p> <p data-bbox="1442 683 1948 756"><b>Use <u>primary documents</u> for flags, presidents, events, holidays...</b></p> <p data-bbox="1388 792 2003 865"><a href="http://www.multied.com/documents/index.html">http://www.multied.com/documents/index.html</a></p> <div data-bbox="1463 971 1927 1317" data-label="Image"> </div> <p data-bbox="1541 1336 1850 1409"><b>The Battle of Monmouth Emanuel Gottlieb Leutze</b></p>

**UNIT FOUR: COMMUNITY AND RESOURCES**

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Economics 6.5</u></b></p> <p><b><u>Wants and Needs:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe ways that families meet basic human needs</li> <li><input type="checkbox"/> Contrast <b>wants and needs</b> in your life and the life of your family</li> <li><input type="checkbox"/> Explain how people fulfill wants and needs</li> <li><input type="checkbox"/> Identify examples of people <b>wanting more</b> than they can have</li> <li><input type="checkbox"/> Explain the words '<b>opportunity cost</b>' with examples from your life.</li> <li><input type="checkbox"/> Explain what would happen if our needs and wants were greater than our <b>natural resources</b></li> </ul> <p><b><u>Spending and Saving</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain why wanting more than they can have requires that people make <b>choices</b></li> <li><input type="checkbox"/> Explain the difference between <b>saving and earning</b> money</li> </ul>	<p align="center"><b>Wants Needs</b></p> <p align="center"><b>Opportunity cost</b></p> <p><b>Opportunity cost</b> is the cost incurred (sacrifice) by choosing one option over the next best alternative (which may be equally desired). Thus, opportunity cost is the cost of pursuing one choice instead of another. Every action has an opportunity cost. For example, someone who invests \$10,000 in a <a href="#">stock</a> denies oneself the <a href="#">interest</a> that one can easily earn by leaving the \$10,000 dollars in a <a href="#">bank account</a> instead. Opportunity cost is not restricted to monetary or financial costs: lost time, pleasure or any other benefit that provides <a href="#">utility</a> should also be considered.</p> <p align="center"><b>Choices Savings Account Earning</b></p> <p align="center"><b>Goods Services Exchange Trade</b></p>	<p align="center">Great site for money projects:</p> <p align="center"><a href="http://www.extension.umn.edu/distribution/youthdevelopment/DA6116.htm">http://www.extension.umn.edu/distribution/youthdevelopment/DA6116.htm</a></p> <p align="center">!</p> <p align="center">Games for Social Studies: Economic <a href="http://www.socialstudiesforkids.com/subjects">http://www.socialstudiesforkids.com/subjects</a></p> <p align="center"><b>Webquest: Economy</b></p> <p align="center"><a href="http://www.moneyinstructor.com/elementary.asp">http://www.moneyinstructor.com/elementary.asp</a></p> <p align="center"><b>Lesson Plans on Wants and Needs; Goods and Services</b></p> <p align="center"><a href="http://www.moneyinstructor.com/wsp/goods.asp">http://www.moneyinstructor.com/wsp/goods.asp</a></p> <p align="center"><a href="http://www.lessonplanspage.com/SSOWantsAndNeeds-WithMagazinePics12.html">http://www.lessonplanspage.com/SSOWantsAndNeeds-WithMagazinePics12.html</a></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Economics 6.5</u></b></p> <p><b><u>Goods and Services</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish the difference between <b>producers and consumers</b></li> <li><input type="checkbox"/> Identify examples of choices families make when buying <b>goods and services</b></li> <li><input type="checkbox"/> Identify ways people <b>exchange goods</b> and services</li> <li><input type="checkbox"/> Explain the concept of <b>free market</b></li> <li><input type="checkbox"/> Explain how <b>supply and demand</b> affects the price of a toy you really want.</li> <li><input type="checkbox"/> Retell stories of <b>leaders/organizers</b> for laborers</li> <li><input type="checkbox"/> Give examples of goods we receive from <b>factories</b> around the world</li> </ul> <p><b><u>Jobs:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Design a brochure showing the different jobs people do in the community you studied</li> <li><input type="checkbox"/> Describe the <b>requirements of various jobs</b> and the characteristics of a job well-performed</li> <li><input type="checkbox"/> Retell stories about Henry Ford who started a car business – Ford Motor Co.</li> </ul>	<p style="text-align: center;"> <b>Producer</b>  <b>Consumer</b> </p> <p style="text-align: center;"> <b>Supply and demand</b>  <b>Free Market</b> </p> <p style="text-align: center;"> <b>Farmers' Market</b>  <b>Factories</b>  <b>Dairy Farm</b>  <b>Lumber Factory</b>  <b>Clothing Factory</b>  <b>Toy Factory</b>  <b>Steel Factory</b> </p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center;"> <p><b>* As a class activity choose a product that you want that is factory made and sequence the steps in the process of producing the product</b></p> </div> <p style="text-align: center;"> <b>Assembly line</b> </p> <p style="text-align: center;"> <b>Some Examples:</b>  <b>Computer Support Specialist</b>  <b>Scientist</b>  <b>Advertising</b>  <b>Doctor/nurse</b>  <b>Police officer</b>  <b>Fire Fighter</b>  <b>Teacher</b>  <b>Lawyer</b>  <b>Mail Carrier</b> </p> <p style="text-align: center;"> <b>Model T</b> </p>	<p style="text-align: center;"><b><u>Site for: Farm Families</u></b></p> <p style="text-align: center;"><a href="http://42explore.com/farming.htm">http://42explore.com/farming.htm</a></p> <p style="text-align: center;"><b><u>Farm Page for Students</u></b></p> <p style="text-align: center;"><a href="http://www.agr.state.il.us/kidspage/index.html">http://www.agr.state.il.us/kidspage/index.html</a></p> <p style="text-align: center;"><a href="http://www.kidsfarm.com/wheredo.htm">http://www.kidsfarm.com/wheredo.htm</a></p> <p style="text-align: center;"> <b>Farming Around the World</b>  <a href="http://www.benicia.k12.ca.us/henderson/fawproject.htm">http://www.benicia.k12.ca.us/henderson/fawproject.htm</a> </p> <p style="text-align: center;"> A <b>free market</b> is a <a href="#">market</a> in which prices of goods and services are arranged completely by the mutual consent of sellers and buyers </p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Economics 6.5</u></b></p> <p><b><u>Jobs:</u></b></p> <p><input type="checkbox"/> Describe how <b>specialized jobs</b> contribute to the production of goods and services</p> <p><input type="checkbox"/> Give examples of how <b>volunteers</b> help immigrants settle into your community</p> <p><b><u>Transportation:</u></b></p> <p><input type="checkbox"/> Trace the changes in <b>transportation</b> down through the ages</p> <p><input type="checkbox"/> Identify the <b>role of transportation</b> and communication</p> <p><input type="checkbox"/> Explain how countries are linked by trade and transportation</p> <p><b><u>Scientists and Inventions</u></b></p> <p><input type="checkbox"/> Describe how <b>technology</b> has changed <b>transportation</b> and <b>communication</b> down through the ages</p> <p><b><u>Medicine</u></b></p> <p><input type="checkbox"/> Identify scientists who have created new medicines for our communities</p> <p><b><u>Money:</u></b></p> <p><input type="checkbox"/> Distinguish between the use of <b>barter and money</b> for goods and services in <i>your life</i>.</p> <p><input type="checkbox"/> Explain the reasons for a <b>tax</b> on food, clothing....</p>	<p><b>Volunteers</b>  <b>American Red Cross</b>  <b>immigrants</b></p> <p><b>Transportation</b></p> <p><b>Benjamin Franklin</b>  <b>Samuel Morse</b>  <b>Alexander Graham Bell</b></p> <p><b>Thomas Edison</b>  <b>William Gates</b></p> <p><b>Edward Jenner – smallpox</b>  <b>Jonas Salk – vaccine – polio</b>  <b>Louis Pasteur – germs/milk</b>  <b>Barter</b>  <b>Tax</b>  <b>Bank</b></p> <p><b><u>Public Services from Taxes</u></b>  <b>Police Officers</b>  <b>Fire Fighters</b>  <b>Education</b>  <b>Public Health Clinics</b>  <b>Libraries</b>  <b>Government Workers</b></p>	<p><b>Transportation site for children:</b>  <a href="http://www.dot.state.ia.us/histbook.pdf">http://www.dot.state.ia.us/histbook.pdf</a></p> <p><b>Banking for Children Site:</b>  <a href="http://life.familyeducation.com/money-and-kids/personal-finance/34481.html">http://life.familyeducation.com/money-and-kids/personal-finance/34481.html</a></p> <p><b>Banking Games for Children:</b>  <a href="http://www.kidsbank.com/banking_trivia/gamechoice.asp">http://www.kidsbank.com/banking_trivia/gamechoice.asp</a></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Economics 6.5</u></b></p> <p><b><u>Trade</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the effects of modern <b>communication and modern transportation</b> on <b>trade</b></li> <li><input type="checkbox"/> Explain how community members benefit from <b>voluntary trade</b> with each other. Use examples from the world communities you studied.</li> <li><input type="checkbox"/> Define the terms <b>imports and exports</b></li> <li><input type="checkbox"/> Give examples of imports we use here in New Jersey</li> <li><input type="checkbox"/> Give examples of exports that New Jersey sends out.</li> </ul>	<p style="text-align: center;"><b>Trade</b></p> <p style="text-align: center;"><b>Voluntary trade</b></p> <p style="text-align: center;"><b>Import</b> <b>Export</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>New Jersey Cranberry Bogs</b></p>	<p style="text-align: center;"><b>Webquest on trade:</b></p> <p style="text-align: center;"><a href="http://teachers.emints.org/fy05/myersp/revised_triangle/triangle_index.htm">http://teachers.emints.org/fy05/myersp/revised_triangle/triangle_index.htm</a></p> <p style="text-align: center;"><b>Practical lesson ideas on trade:</b></p> <p style="text-align: center;"><a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM68">http://www.econedlink.org/lessons/index.cfm?lesson=EM68</a></p>

## SOCIAL STUDIES STANDARDS; STRATEGIES AND ASSESSMENTS

	<b>RECALL/ COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS</b>	<b>SYNTHESES</b>	<b>EVALUATION</b>
<b>WORD</b>	Read/Listen/Respond: Stories and tales about your country from afar or from other parts of this country	Show and Tell: Cities with different climates around the world.	Compare/contrast: Your school day vs. the school day in your city afar:	Compose: Descriptive Story about your new city afar	Opinion: Easiest city to live in – your city/town or afar because of the climate
<b>LOGIC</b>	Map: Find 'global address of your city afar (latitude, longitude, continent, oceans...)	Summarize: Information about the natural resources of your cities afar	Categorize: Different religious and ethnic groups in your city afar	Create: Diagram showing clothing needed in your city afar throughout the seasons vs. clothing needed here	Rate: Value of natural resources to your city afar and here in your city/town
<b>PICTURE</b>	Electronic collage: Children at play in your city afar showing native clothes down through the ages	Illustrate: Travel brochure for your city afar – key sites and experiences	Invent: New use for common objects from your city afar. e.g. chopsticks	Create: Board game to learn about your city afar	Evaluate: Which continent has the most/best natural resources
<b>BODY</b>	Construct: Market place from your city afar	Drama: Create a story about a typical day of an immigrant new to New Jersey	Role Play: Child's Life in a rural community today	Compose: Prayer of Thanksgiving for a festival from a city afar	Pane: We need/don't need festivals in our town/city
<b>MUSIC</b>	Listen/sing: Songs of celebration around the world	Listen to songs of celebration and record feelings	List: Questions that come to mind when listening to a song of celebration	Compose: A new song/chant/rap: Celebration Song about your town/city	Assess: Songs that your group writes about your town/city
<b>PEOPLE</b>	Discuss: Talk about monuments you virtually visited	Game: Name that monument	Investigate: How a monument came into being. (e.g. Washington Monument	Explain: Meaning and symbolism of a given monument	Conclude: My favorite monument. Tell why
<b>SELF</b>	Create: A rule book about the school cafeteria	Write: Letter of welcome to a new immigrant in your neighborhood	Survey: Ask family members where their cars were made	Create: Slogan for a product created in your city afar	Select: A product you want to make. Materials needed, process, workers....