

Grade Five

Unit #: 1 Unit Title: United States and Canada Summary and Rationale

The United States of America and Canada cover the majority of the North American landmass, the diversity of which creates sub-regions and a variety of settlement patterns. Both nations enjoy abundant resources, stable democratic political systems, and two of the world's leading economies. Both share similar histories of expansion, economic development, and industrialization, and both are confronted with environmental challenges resulting from that history. Each nation must also develop appropriate and just policies to address the influx of migrants and refugees from less fortunate areas of the world.

Students should first become familiar with their own nation and hemisphere as a basis for subsequent study of other global regions. Beginning with a region that may be more familiar to them, students can first practice the application of the concepts of location, place, region, human-environment interactions, and movement that will be used in later units. Students should also begin to become familiar with the global issues resulting from displaced persons and population movements, and practice collaboration and democratic processes as they research possible explanations and solutions to these issues.

Recommended Pacing

Approximately 9 Days

Standards			
NJ Student Learning Standards			
<u>CPI</u> <u>CPI Description</u>			
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.		
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.		
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.		
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.		
6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.		
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.		
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.		
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.		

C3 Framework Inquiry Arc	
Dimension 1 – Developing Questions and Planning	Dimension 2 – Applying Disciplinary Concepts
 Inquiries Students will: Explain why it is important to answer the essential question that guides the inquiry Explain how the supporting questions help answer the essential inquiry question. Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting questions. Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, and the concepts, ideas and sources. 	 Students will: Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics) Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History)
Dimension 3 – Evaluating Sources and Using Evidence	Dimension 4 – Communicating Conclusions and Taking Informed Action
 Students will: Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) and inquiry. 	 Students will: Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. Critique the strengths and weaknesses of presented solutions to inquiries. Explain different solutions students and others working alone and together might take to solve local, regional, or global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions. Possible examples include: Presentations to classmates, teachers, or invited guests Maps, charts, posters, and other visuals Reports and argumentative or informative essays Suggesting possible responses to the movement of migrants and refugees to the United States and Canada (perhaps leading to taking informed action)
	Indicators (K-12 Pathways)
	icator Description (Delete any not used)
D1.1.3-5. • Explain why compelling qu	uestions are important to others (e.g., peers, adults).

D1.2.3-5.	• Identify disciplinary concepts and ideas associated with a compelling question that are		
	open to different interpretations.		
D1.3.3-5.	• Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.		
D1.4.3-5.	 Explain how supporting questions help answer compelling questions in an inquiry. 		
D1.5.3-5.	 Determine the kinds of sources that will be helpful in answering compelling and 		
D1.3.3-3.	supporting questions, taking into consideration the different opinions people have about how to answer the questions.		
D2.Civ.1.3-5.	• Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.		
D2.Civ.2.3-5.	• Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.		
D2.Civ.3.3-5.	• Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.		
D2.Civ.4.3-5.	• Explain how groups of people make rules to create responsibilities and protect freedoms.		
D2.Civ.5.3-5.	• Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.		
D2.Civ.6.3-5.	• Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organizations, and families.		
D2.Civ.7.3-5.	Apply civic virtues and democratic principles in school settings.		
D2.Civ.8.3-5.	Identify core civic virtues and democratic principles that guide government, society, and communities.		
D2.Civ.9.3-5.	• Use deliberative processes when making decisions or reaching judgments as a group.		
D2.Civ.10.3-5.	• Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.		
D2.Civ.11.3-5.	• Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.		
D2.Civ.12.3-5.	• Explain how rules and laws change society and how people change rules and laws.		
D2.Civ.13.3-5.	• Explain how policies are developed to address public problems.		
D2.Civ.14.3-5.	Illustrate historical and contemporary means of changing society.		
D2.Eco.1.3-5.	Compare the benefits and costs of individual choices.		
D2.Eco.2.3-5.	• Identify positive and negative incentives that influence the decisions people make.		
D2.Eco.3.3-5.	• Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.		
D2.Eco.4.3-5.	• Explain why individuals and businesses specialize and trade.		
D2.Eco.5.3-5.	• Explain the role of money in making exchange easier.		
D2.Eco.6.3-5.	• Explain the relationship between investment in human capital, productivity, and future incomes.		
D2.Eco.7.3-5.	Explain how profits influence sellers in markets.		
D2.Eco.8.3-5.	Identify examples of external benefits and costs.		
D2.Eco.9.3-5.	Describe the role of other financial institutions in an economy.		
D2.Eco.10.3-5.	Explain what interest rates are.		
D2.Eco.11.3-5.	Explain the meaning of inflation, deflation, and unemployment.		
D2.Eco.12.3-5.	• Explain the ways in which the government pays for the goods and services it provides.		
D2.Eco.13.3-5.	Describe ways people can increase productivity by using improved capital goods and improving their human capital.		
D2.Eco.14.3-5.	Explain how trade leads to increasing economic interdependence among nations.		
D2.Eco.15.3-5.	• Explain the effects of increasing economic interdependence on different groups within participating nations.		
D2.Geo.1.3-5.	Construct maps and other graphic representations of both familiar and unfamiliar places.		
D2.Geo.2.3-5.	 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. 		
D2.Geo.3.3-5.	 Use maps of different scales to describe the locations of cultural and environmental characteristics. 		

D2.Geo.4.3-5.	• Explain how culture influences the way people modify and adapt to their environments.		
D2.Geo.5.3-5.	• Explain how the cultural and environmental characteristics of places change over time.		
D2.Geo.6.3-5.	• Describe how environmental and cultural characteristics influence population distribution		
	in specific places or regions.		
D2.Geo.7.3-5.	• Explain how cultural and environmental characteristics affect the distribution and		
	movement of people, goods, and ideas.		
D2.Geo.8.3-5.	Explain how human settlements and movements relate to the locations and use of various natural resources.		
D2.Geo.9.3-5.	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.		
D2.Geo.10.3-5.	 Explain why environmental characteristics vary among different world regions. 		
D2.Geo.11.3-5.	 Describe how the spatial patterns of economic activities in a place change over time 		
D2.000.11.5-5.	because of interactions with nearby and distant places.		
D2.Geo.12.3-5.	 Explain how natural and human-made catastrophic events in one place affect people living in other places. 		
D2.His.1.3-5.	 Create and use a chronological sequence of related events to compare developments that happened at the same time. 		
D2.His.2.3-5.	Compare life in specific historical time periods to life today.		
D2.His.3.3-5.	 Generate questions about individuals and groups who have shaped significant historical changes and continuities. 		
D2.His.4.3-5.	 Explain why individuals and groups during the same historical period differed in their perspectives. 		
D2.His.5.3-5.	 Explain connections among historical contexts and people's perspectives at the time. 		
D2.His.6.3-5.	 Describe how people's perspectives shaped the historical sources they created. 		
D2.His.9.3-5.	 Summarize how different kinds of historical sources are used to explain events in the past. 		
D2.His.10.3-5.	 Compare information provided by different historical sources about the past. 		
D2.His.11.3-5.	 Infer the intended audience and purpose of a historical source from information within the source itself. 		
D2.His.12.3-5.	 Generate questions about multiple historical sources and their relationships to particular historical events and developments. 		
D2.His.13.3-5.	• Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for		
D2 Uia 14 0 12	studying a particular topic.		
D2.His.14.9-12	Explain probable causes and effects of events and developments.		
D2.His.16.3-5.	Use evidence to develop a claim about the past.		
D2.His.17.3-5. D3.1.3-5.	 Summarize the central claim in a secondary work of history. Gather relevant information from multiple sources while using the origin, structure, and 		
D1015	context to guide the selection.		
D3.2.3-5.	• Use distinctions among fact and opinion to determine the credibility of multiple sources.		
D3.3.3-5.	• Identify evidence that draws information from multiple sources in response to compelling questions.		
D3.4.3-5.	 Use evidence to develop claims in response to compelling questions. 		
D4.1.3-5.	 Construct arguments using claims and evidence from multiple sources. 		
D4.2.3-5.	 Construct arguments using claims and evidence from multiple sources. Construct explanations using reasoning, correct sequence, examples, and details with 		
	relevant information and data.		
D4.3.3-5.	• Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).		
D4.4.3-5.	• Critique arguments.		
D4.5.3-5.	Critique explanations.		
D4.6.3-5.	 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. 		

D4.7.3-5.	alone and	ifferent strategies and approaches students and oth together to address local, regional, and global pro their actions.		
D4.8.3-5.	civic prob	ge of deliberative and democratic procedures to make decisions about and act on blems in their classrooms and schools.		
Common Core S	U			
<u>C3 Dim</u>		Common Core ELA Anchor Standards	Shared Language	
Dimension 1: Dev	veloping	Anchor Reading Standard 1	Questioning, Argument,	
Questions and Pla		Anchor Writing Standard 7	Explanation, Point of View	
		Anchor Speaking and Listening Standard 1		
Dimension 2: Ap	plying	Anchor Reading Standards 1-10	Analysis, Argument,	
Disciplinary Con	cepts	Anchor Writing Standard 7	Evidence, Questioning	
	*	Anchor Speaking and Listening Standard 1		
		Anchor Language Standard 6		
Dimension 3: Eva	aluating Sources	Anchor Reading Standards 1-10	Argument, Sources,	
and Using Evider		Anchor Writing Standards, 1, 2, 7-10	Evidence, Claims,	
		Anchor Speaking and Listening Standard 1	Counterclaims, Gather	
Dimension 4: Cor	mmunicating	Anchor Reading Standard 1	Argument, Explanation,	
Conclusions and		Anchor Writing Standards 1-8	Sources, Evidence, Claims,	
Informed Action	Tuking	Anchor Speaking and Listening Standards 1-6	Counterclaims, Visually/Visualize, Credibility	
Interdisciplinary	Connections			
Standard x.x				
CPI #	Cumulative P	rogress Indicator (CPI)		
		ons are discovered during the pilot process. If any	are known feel free to fill	
		NJCCCS can be added during the year.	are known, reer nee to mi	
Integration of Tec		The even be added during the year.		
Standard x.x	chilology			
CPI #	Cumulativa P	rogress Indicator (CPI)		
	•	currently under revision, as is ours.		
		Instructional Focus		
Enduring Underst	tanding(s)			
• The Unite	ed States of Amer	rica and Canada comprise the major portion of No	orth America	
• The Unit	ed States and Can	ada are among the world's largest nations in land	area, and the diverse physical	
		patterns create multiple sub-regions.	1.5	
• The Unite environm		ada face environmental challenges as a result of p	previous efforts to after the	
		ada are prosperous nations with a high standard o	f living and are desired	
			i in this, and are desired	
	ons for migrants a	C C		
 Virtually 	unknown to natio	ons outside the region, the United States and Cana	da were the setting for	
numerous	s journeys of expl	oration.		
Essential Questio	ons			
• What def	fines a region? Is i	t accurate to speak of regions in an era of globaliz	zation and the Internet?	
	•	other words, what is more important, physical g		
actions?	* • • • •	, <u>r</u>		
	extent should hun	nans alter their environment to fit their needs.		
		t of people, goods, and ideas?		
		· · ·		
		e when two cultures meet, and potentially clash?		
-		and support exploration?		
 What is t 	he best way to est	ablish a secure future for humankind?		

	• Is increased urbanization desirable?
	• How can the world reduce its reliance on fossil fuels?
The	
	• Identity
	• Work, exchange, and technology
	• Peopling
	• Environment and geography — physical and human
0	Ideas, beliefs, and culture
	gested Inquiries:
	Should governments support explorers?What is the best way to understand and divide the United States and Canada into their respective sub-
	regions?How can the United States and Canada best respond to environmental challenges?
	• How do urban and suburban patterns of settlement alter the environment and affect reliance on fossil fuels?
	• What should be the appropriate and just response to the influx of migrants and refugees into the United States and Canada?
Evi	lence of Learning (Assessments – parenthetical notes reference competencies)
	 Maps and visual presentations (Collaboration, Communication, Research, Self and Global Awareness)
	• Essays and arguments (Communication, Research, Problem Solving, Self and Global Awareness)
	 Debates (All) Proposals for informed action (All)
Obj	ectives
	ents will know or learn:
	• The United States of America and Canada are large, diverse nations covering the majority of North America, each of which can be divided into sub-regions due to physical geography, settlement patterns, and culture.
	 The United States of America and Canada both share histories of population growth, economic
	development, and industrialization which transformed the environment
	 Both the United States of America and Canada are faced with addressing environmental issues via democratic processes.
	 Both the United States and Canada are prosperous nations that are magnets for migrants and refugees, and
	must develop just and appropriate policies to address the issues resulting from the movement of peoples.
Stuc	ents will be able to:
	Use maps and other geospatial tools to visually express their understanding of the concepts of location, place,
	human-environment interactions, regions, and movement.
	Construct and explain a position regarding the inquiry question.
•	Critique solutions to inquiries.
	Integration
Tec	nology Integration and Use of Data
	Use of appropriate online resources
	Online collaboration during conduct of inquiries
	Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
	Use of presentation technology
	ing Integration
	Use of common writing rubrics
	Writing assignments linked to ongoing ELA writing instruction.
	Argumentative and informative writing assignments
	apetencies
	Collaboration: all
	Communication: all
	Research: all

- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Global Issues (National Geographic)
- Reading Expeditions World Regions (National Geographic)
- Reading Expeditions World Cultures (National Geographic)
- Rand McNally Classroom Atlas

- Rand McNally Digital World Atlas
- Mapline



Grade Five

Unit #: 2 Unit Title: Latin America Summary and Rationale

Latin America as a region shares the Western Hemisphere with the United States of America, and it is therefore important that students have an understanding of region, its cultural assets and diversity, and the problems that confront it. Spanning both South and Central America, the region is often defined by the sources of its modern cultural heritage, as well as by the legacy of its native populations. These multiple sources of the region's cultural heritage, as well as a diverse physical geography, divide the region into multiple sub-regions. Latin America is currently confronted with numerous environmental, economic, and political challenges, some of which have resulted on the movement of peoples and the problem of internally displaced persons.

Students will be asked to use maps and other geospatial tools to visually represent the both the physical and cultural diversity of the region, as well as the issues confronting it. Students should build upon previous practice in collaboration, research, and problem-solving as they use democratic processes within the classroom to develop explanations and possible solutions to the humanitarian issues in the region.

Recommended Pacing

Approximately	11	Days
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	Standards		
NJ Student Lea	urning Standards		
<u>CPI</u>	<u>CPI Description</u>		
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	centers of each empire as well as the empires' relationships with other parts of the world.		
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive		
	and negative consequences of environmental changes made during this time period, and relate		
	these changes to current environmental challenges.		
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas		
	influenced their economic development and interaction or isolation with other societies.		
6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the pe			
	Asia, Africa (Islam), Europe and the Americas over time.		
6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants,		
	animals, ideas, pathogens) on Europeans and Native Americans.		
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender		
	equality, child mortality, or education.		
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings,		
	elections) to understand how conflicting points of view are addressed in a democratic society.		
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate		
	governmental agency regarding the best course of action.		

C3 Framework Inquiry Arc			
Dimension 1 –Developing Questions and Planning Inquiries	Dimension 2 – Applying Disciplinary Concepts		
 Students will: Explain why it is important to answer the essential question that guides the inquiry Explain how the supporting questions help answer the essential inquiry question. Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting questions. Explain why different people may have different perspectives regarding the essential inquiry question, and the concepts, ideas and sources. 	 Students will: Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics) Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History) 		
Dimension 3 – Evaluating Sources and Using	Dimension 4 – Communicating Conclusions and Taking		
 Evidence Students will: Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) and inquiry. 	 Informed Action Students will: Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. Critique the strengths and weaknesses of presented solutions to inquiries. Explain different solutions students and others working alone and together might take to solve local, regional, or global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions. Possible examples include: Presentations to classmates, teachers, or invited guests Maps, charts, posters, and other visuals Reports and argumentative or informative essays Suggesting possible responses to the movement of migrants and refugees within and from Latin America (perhaps leading to taking informed action) 		
C3 Framework Indicators (K-12 Pathways)			
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	uestions are important to others (e.g., peers, adults).		
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D2.Eco.10.3-5.	Explain what interest rates are.	
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	improving their human capital.	
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D2.0e0.3.3-3.	• Use maps of different scales to describe the locations of cultural and environmental characteristics.	
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D2.000.4.J-J.	Explain now culture influences the way people mounty and adapt to their environments.	

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D2.Geo.8.3-5.	 movement of people, goods, and ideas. Explain how human settlements and movements relate to the locations and use of various
D2.000.8.3-3.	• Explain now numan settlements and movements relate to the locations and use of various natural resources.
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D2.Geo.11.3-5.	• Describe how the spatial patterns of economic activities in a place change over time
	because of interactions with nearby and distant places.
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	happened at the same time.
D2.His.2.3-5.	Compare life in specific historical time periods to life today.
D2.His.3.3-5.	Generate questions about individuals and groups who have shaped significant historical
	changes and continuities.
D2.His.4.3-5.	• Explain why individuals and groups during the same historical period differed in their
	perspectives.
D2.His.5.3-5.	• Explain connections among historical contexts and people's perspectives at the time.
D2.His.6.3-5.	Describe how people's perspectives shaped the historical sources they created.
D2.His.9.3-5.	• Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	Compare information provided by different historical sources about the past.
D2.His.11.3-5.	• Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	Generate questions about multiple historical sources and their relationships to particular
	historical events and developments.
D2.His.13.3-5.	• Use information about a historical source, including the maker, date, place of origin,
	intended audience, and purpose to judge the extent to which the source is useful for
	studying a particular topic.
D2.His.14.9-12	Explain probable causes and effects of events and developments.
D2.His.16.3-5.	Use evidence to develop a claim about the past.
D2.His.17.3-5.	Summarize the central claim in a secondary work of history.
D3.1.3-5.	• Gather relevant information from multiple sources while using the origin, structure, and
D1 2 2 5	context to guide the selection.
D3.2.3-5.	• Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	• Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	Construct explanations using reasoning, correct sequence, examples, and details with
	relevant information and data.
D4.3.3-5.	• Present a summary of arguments and explanations to others outside the classroom using
	print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports)
	and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.3-5.	Critique arguments.
D4.5.3-5.	Critique explanations.
D4.6.3-5.	• Draw on disciplinary concepts to explain the challenges people have faced and
	opportunities they have created, in addressing local, regional, and global problems at
	various times and places.
D4.7.3-5.	• Explain different strategies and approaches students and others could take in working

		together to address local, regional, and global pro their actions.	blems, and predict possible	
D4.8.3-5.				
	civic problems in their classrooms and schools.			
Common Core Sta	<u> </u>			
<u>C3 Dimen</u>		Common Core ELA Anchor Standards	Shared Language	
Dimension 1: Devel		Anchor Reading Standard 1	Questioning, Argument,	
Questions and Planning Inquiries		Anchor Writing Standard 7	Explanation, Point of View	
		Anchor Speaking and Listening Standard 1	<u> </u>	
Dimension 2: Applying		Anchor Reading Standards 1-10	Analysis, Argument,	
Disciplinary Concep	pts	Anchor Writing Standard 7	Evidence, Questioning	
		Anchor Speaking and Listening Standard 1 Anchor Language Standard 6		
Dimension 3: Evalu	ating Sources	Anchor Reading Standards 1-10	Argument, Sources,	
and Using Evidence		Anchor Writing Standards, 1, 2, 7-10	Evidence, Claims,	
		Anchor Speaking and Listening Standard 1	Counterclaims, Gather	
Dimension 4: Comr	municating	Anchor Reading Standard 1	Argument, Explanation,	
Conclusions and Ta		Anchor Writing Standards 1-8	Sources, Evidence, Claims,	
Informed Action		Anchor Speaking and Listening Standards 1-6	Counterclaims,	
			Visually/Visualize,	
			Credibility	
Interdisciplinary Co	onnections			
Standard x.x				
CPI #		rogress Indicator (CPI)		
		ons are discovered during the pilot process. If any	are known, feel free to fill	
		NJCCCS can be added during the year.		
Integration of Tech	nology			
Standard x.x	<u> </u>			
CPI #		rogress Indicator (CPI)		
• Leave blank, th	1s curriculum 1s	s currently under revision, as is ours.		
		Instructional Focus		
Enduring Understar				
Latin Amer	rica is a region s	spanning two continents with multiple languages a	and cultures.	
Latin Amer	ica can be divid	led into multiple sub-regions		
Latin Amer	ica is challenge	ed by environmental challenges resulting from cen	turies of human-environment	
interactions	- -			
• Latin Amer	ica is confronte	ed by problems of movement of peoples and interr	ally displaced persons	
	om a variety of			
e	2		ts of prodominately Spanish	
		Itural diversity in part to the journeys and conques		
e	•	over several centuries, resulting in cultural exchan	ges that transformed the region	
and the wor				
-		ed Spanish influence throughout most of Latin An	nerica, often resulting in the	
destruction	or subjugation	of native populations.		
Essential Questions				
	•	t accurate to speak of regions in an era of globaliz		
	iy destiny, or in	other words, what is more important, physical g	eography or human choices and	
actions?	4 4 1 1 1 1 1 1			
		hans alter their environment to fit their needs?		
 What cause 		t of people, goods, and ideas? when two cultures meet, and potentially clash?		

- What is the proper response when two cultures meet, and potentially clash?
- Should governments fund and support exploration?

•	What is the	best way to	establish a	secure	future fo	r humankind?
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- What are the sources of regional conflicts? •
- Is increasing urbanization desirable? •

How can societies reduce their reliance on fossil fuels? • Themes • Identity Work, exchange, and technology ٠ Peopling • • Environment and geography — physical and human • Ideas, beliefs, and culture Suggested Inquiries: Should governments support explorers? • • What is the appropriate response when two cultures clash? • How many sub-regions should be recognized in Latin America? • How might Latin American citizens and governments ameliorate some of the region's environmental issues? How might Latin American governments improve the conditions of migrants, refugees, and internally • displaced persons? • How can the nations of Latin America address issues of urbanization and ensure a decent standard of living for their citizens? • How can the nations of Latin America ensure equal opportunities for education? Evidence of Learning (Assessments – parenthetical notes reference competencies) Maps and visual presentations (Collaboration, Communication, Research, Self and Global Awareness) • • Essays and arguments (Communication, Research, Problem Solving, Self and Global Awareness) • Debates (All) Proposals for informed action (All) Objectives Students will know or learn: European explorers, from Columbus to the *conquistadores*, explored Latin America and began a series of conquests and cultural exchanges that led to an era of globalization, at the cost of the destruction of native societies. • Latin America is a vast region spanning two continents that is divided into several sub-regions based on language, culture, and history. The European Union is an attempt to unify the participating countries of Europe into a supranational body • to address economic and common political and environmental issues. • Latin America faces environmental challenges resulting from deforestation, pollution, and unplanned urbanization. Latin America is challenged by population movements and internally displaced persons resulting from • economic and environmental issues and regional conflicts. Students will be able to: Use maps and other geospatial tools to visually express their understanding of the concepts of location, place, human-environment interactions, regions, and movement.

- Construct and explain a position regarding the inquiry question. •
- Critique solutions to inquiries. •

Integration

Technology Integration and Use of Data

- Use of appropriate online resources •
- Online collaboration during conduct of inquiries •
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues. •
- Use of presentation technology

Writing Integration

- Use of common writing rubrics
- Writing assignments linked to ongoing ELA writing instruction.
- Argumentative and informative writing assignments

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Global Issues (National Geographic)
- Reading Expeditions World Regions (National Geographic)
- Reading Expeditions World Cultures (National Geographic)
- Rand McNally Classroom Atlas

- Rand McNally Digital World Atlas
- Mapline



Grade Five

Unit #: 3 Unit Title: East Asia Summary and Rationale

East Asia is home to over a fifth of the world's population as well as rapidly growing economies. This gives the region an important role in world affairs. Students should become familiar with the enormous potential of East Asia, as well as the problems of rapid population growth, urbanization, and environmental degradation that afflict it.

Students will be asked to use maps and other geospatial tools to visually represent the both the physical and cultural characteristics of the region, as well as the issues confronting it. Students should build upon previous practice in collaboration, research, and problem-solving as they use democratic processes within the classroom to develop explanations and possible solutions to the humanitarian issues in the region.

Recommended Pacing

Approximately 8 Days

	Standards
NJ Student Le	arning Standards
<u>CPI</u>	CPI Description
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
C3 Frameworl	k Inquiry Arc
Dimension 1 –1	Developing Questions and Planning Dimension 2 – Applying Disciplinary Concepts

Inquiries			
 Students will: Explain why it is important to answer the essential question that guides the inquiry Explain how the supporting questions help answer the essential inquiry question. Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting questions. Explain why different people may have different perspectives regarding the essential inquiry question, and the concepts, ideas and sources. 	 Students will: Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics) Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History) 		
 Dimension 3 – Evaluating Sources and Using Evidence Students will: Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) and inquiry. 	 Dimension 4 – Communicating Conclusions and Taking Informed Action Students will: Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. Critique the strengths and weaknesses of presented solutions to inquiries. Explain different solutions students and others working alone and together might take to solve local, regional, or global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions. Possible examples include: Presentations to classmates, teachers, or invited guests Maps, charts, posters, and other visuals Reports and argumentative or informative essays Suggesting possible responses to the movement of migrants and refugees to East Asia, or to the issues of population and environmental damage (perhaps leading to taking informed action) 		
	Indicators (K-12 Pathways)		
	icator Description (Delete any not used)		
	nestions are important to others (e.g., peers, adults).		
 D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that a open to different interpretations. 			
	cepts and ideas associated with a supporting question that are		
open to interpretation.			
• Explain how supporting questions help answer compelling questions in an inquiry.			

D1.5.3-5.	• Determine the kinds of sources that will be helpful in answering compelling and	
	supporting questions, taking into consideration the different opinions people have about	
	how to answer the questions.	
D2.Civ.1.3-5.	• Distinguish the responsibilities and powers of government officials at various levels and	
	branches of government and in different times and places.	
D2.Civ.2.3-5.	• Explain how a democracy relies on people's responsible participation, and draw	
	implications for how individuals should participate.	
D2.Civ.3.3-5.	• Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	
D2.Civ.4.3-5.	• Explain how groups of people make rules to create responsibilities and protect freedoms.	
D2.Civ.5.3-5.	• Explain the origins, functions, and structure of different systems of government, including	
	those created by the U.S. and state constitutions.	
D2.Civ.6.3-5.	• Describe ways in which people benefit from and are challenged by working together,	
	including through government, work- places, voluntary organizations, and families.	
D2.Civ.7.3-5.	• Apply civic virtues and democratic principles in school settings.	
D2.Civ.8.3-5.	• Identify core civic virtues and democratic principles that guide government, society, and	
	communities.	
D2.Civ.9.3-5.	• Use deliberative processes when making decisions or reaching judgments as a group.	
D2.Civ.10.3-5.	• Identify the beliefs, experiences, perspectives, and values that underlie their own and	
	others' points of view about civic issues.	
D2.Civ.11.3-5.	• Compare procedures for making decisions in a variety of settings, including classroom,	
	school, government, and/or society.	
D2.Civ.12.3-5.	• Explain how rules and laws change society and how people change rules and laws.	
D2.Civ.13.3-5.	Explain how policies are developed to address public problems.	
D2.Civ.14.3-5.	Illustrate historical and contemporary means of changing society.	
D2.Eco.1.3-5.	Compare the benefits and costs of individual choices.	
D2.Eco.2.3-5.	• Identify positive and negative incentives that influence the decisions people make.	
D2.Eco.3.3-5.	• Identify examples of the variety of resources (human capital, physical capital, and natural	
	resources) that are used to produce goods and services.	
D2.Eco.4.3-5.	• Explain why individuals and businesses specialize and trade.	
D2.Eco.5.3-5.	• Explain the role of money in making exchange easier.	
D2.Eco.6.3-5.	• Explain the relationship between investment in human capital, productivity, and future	
	incomes.	
D2.Eco.7.3-5.	• Explain how profits influence sellers in markets.	
D2.Eco.8.3-5.	• Identify examples of external benefits and costs.	
D2.Eco.9.3-5.	• Describe the role of other financial institutions in an economy.	
D2.Eco.10.3-5.	• Explain what interest rates are.	
D2.Eco.11.3-5.	• Explain the meaning of inflation, deflation, and unemployment.	
D2.Eco.12.3-5.	• Explain the ways in which the government pays for the goods and services it provides.	
D2.Eco.13.3-5.	Describe ways people can increase productivity by using improved capital goods and	
	improving their human capital.	
D2.Eco.14.3-5.	• Explain how trade leads to increasing economic interdependence among nations.	
D2.Eco.15.3-5.	• Explain the effects of increasing economic interdependence on different groups within	
	participating nations.	
D2.Geo.1.3-5.	• Construct maps and other graphic representations of both familiar and unfamiliar places.	
D2.Geo.2.3-5.	• Use maps, satellite images, photographs, and other representations to explain relationships	
	between the locations of places and regions and their environmental characteristics.	
D2.Geo.3.3-5.	• Use maps of different scales to describe the locations of cultural and environmental	
	characteristics.	
D2.Geo.4.3-5.	• Explain how culture influences the way people modify and adapt to their environments.	
D2.Geo.5.3-5.	• Explain how the cultural and environmental characteristics of places change over time.	
D2.Geo.6.3-5.	Describe how environmental and cultural characteristics influence population distribution	
	in specific places or regions.	
D2.Geo.7.3-5.	• Explain how cultural and environmental characteristics affect the distribution and	

	manual of accula and ideas
D2.Geo.8.3-5.	movement of people, goods, and ideas.
D2.Ge0.8.3-3.	• Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	 Analyze the effects of catastrophic environmental and technological events on human
D2.000.9.5-5.	• Analyze the effects of catastrophic environmental and technological events on numan settlements and migration.
D2.Geo.10.3-5.	 Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	 Describe how the spatial patterns of economic activities in a place change over time
D2.000.11.3-3.	• Describe now the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
D2.Geo.12.3-5.	• Explain how natural and human-made catastrophic events in one place affect people living
	in other places.
D2.His.1.3-5.	• Create and use a chronological sequence of related events to compare developments that
	happened at the same time.
D2.His.2.3-5.	• Compare life in specific historical time periods to life today.
D2.His.3.3-5.	• Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	• Explain why individuals and groups during the same historical period differed in their
	perspectives.
D2.His.5.3-5.	• Explain connections among historical contexts and people's perspectives at the time.
D2.His.6.3-5.	Describe how people's perspectives shaped the historical sources they created.
D2.His.9.3-5.	• Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	Compare information provided by different historical sources about the past.
D2.His.11.3-5.	• Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	• Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	• Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for
	studying a particular topic.
D2.His.14.9-12	 Explain probable causes and effects of events and developments.
D2.His.16.3-5.	 Use evidence to develop a claim about the past.
D2.His.17.3-5.	Summarize the central claim in a secondary work of history.
D3.1.3-5.	• Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	 Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	 Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	 Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	 Present a summary of arguments and explanations to others outside the classroom using
51.5.5 0.	print and oral technologies (e.g., Internet, social media, and digital documentary).
D4.4.3-5.	Critique arguments.
D4.5.3-5.	Critique explanations.
D4.6.3-5.	 Draw on disciplinary concepts to explain the challenges people have faced and
2 11010 01	opportunities they have created, in addressing local, regional, and global problems at various times and places.
D4.7.3-5.	 Explain different strategies and approaches students and others could take in working
2.	alone and together to address local, regional, and global problems, and predict possible results of their actions.
D4.8.3-5.	 Use a range of deliberative and democratic procedures to make decisions about and act on

Common Core Standards Alignr				
<u>C3 Dimension</u>	Common Core ELA Anchor Standards	Shared Language		
Dimension 1: Developing	Anchor Reading Standard 1	Questioning, Argument,		
Questions and Planning Inquiries	Anchor Writing Standard 7	Explanation, Point of View		
	Anchor Speaking and Listening Standard 1			
Dimension 2: Applying	Anchor Reading Standards 1-10	Analysis, Argument,		
Disciplinary Concepts	Anchor Writing Standard 7	Evidence, Questioning		
	Anchor Speaking and Listening Standard 1			
	Anchor Language Standard 6			
Dimension 3: Evaluating Sources	Anchor Reading Standards 1-10	Argument, Sources,		
and Using Evidence	Anchor Writing Standards, 1, 2, 7-10	Evidence, Claims,		
	Anchor Speaking and Listening Standard 1	Counterclaims, Gather		
Dimension 4: Communicating	Anchor Reading Standard 1	Argument, Explanation,		
Conclusions and Taking	Anchor Writing Standards 1-8	Sources, Evidence, Claims,		
Informed Action	Anchor Speaking and Listening Standards 1-6	Counterclaims,		
		Visually/Visualize,		
		Credibility		
Interdisciplinary Connections				
Standard x.x				
CPI # Cumulative Pr	rogress Indicator (CPI)			
This can be completed as connection	ons are discovered during the pilot process. If any	are known, feel free to fill		
them in. References to the relevant	NJCCCS can be added during the year.			
Integration of Technology				
Standard x.x				
CPI # Cumulative Pr	rogress Indicator (CPI)			
	s currently under revision, as is ours.			
,				
	Instructional Focus			
Enduring Understanding(s)	instructional i ocus			
	a continent of Asia with multiple othnic groups and	languagas charing some		
_	e continent of Asia with multiple ethnic groups and			
	ulting from long exposure to the Chinese cultural s	•		
Despite being historically	part of the Chinese cultural sphere, each nation has	s retained unique native		
cultural traits.				
• East Asia is one of the wor	rld's most densely populated regions, containing o	ver a fifth of the global		
population.	rid 5 most densery populated regions, containing 6	for a mai of the grootal		
	on has resulted in environmental challenges and pro	oblems		
-	ated strains on the infrastructure of several East A			
	e source and goal of journeys of exploration, exam	ples being Zheng He and		
Marco Polo.				
Essential Questions				
e	it accurate to speak of regions in an era of globaliz	ation and the Internet?		
• What causes the movement of people, goods, and ideas?				
• How should nations respond to the influx of migrants and refugees from neighboring areas?				
• How can the human-environment interactions caused by rapid population growth be managed to provide a				
healthy and sustainable environment?				
• Should governments fund and support exploration?				
Themes				
Identity				
• Work, exchange, and technology				
Peopling	<i></i>			
 Environment and geography — physical and human 				
 Ideas, beliefs, and culture 	-, projetent une numum			
• Ideas, benefs, and culture				

Suggested Inquiries:

- Should governments support explorers?
- How can East Asia minimize the environmental stress caused by rapid population growth?
- How should East Asia respond to the influx of migrants and refugees from other regions?

Evidence of Learning (Assessments - parenthetical notes reference competencies)

- Maps and visual presentations (Collaboration, Communication, Research, Self and Global Awareness)
- Essays and arguments (Communication, Research, Problem Solving, Self and Global Awareness)
- Debates (All)
- Proposals for informed action (All)

Objectives

Students will know or learn:

- Exploration led to contact between East Asia and other regions of the globe, examples being the journeys of Marco Polo and the voyages of Zheng He. By recalling Zheng He and choosing not to further support exploration, China enabled Europe to establish a dominate presence in the world.
- East Asia is composed of several countries that historically have been part of the Chinese cultural sphere, each of which have maintained their unique ethnic and cultural traits.
- East Asia has experience rapid population growth and urbanization, creating serious environmental issues and stress upon national infrastructures.
- East Asia is home to some of the world's rapidly growing economies, and is a destination for refugees from neighboring areas of Asia.

Students will be able to:

- Use maps and other geospatial tools to visually express their understanding of the concepts of location, place, human-environment interactions, regions, and movement.
- Construct and explain a position regarding the inquiry question.
- Critique solutions to inquiries.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Use of common writing rubrics
- Writing assignments linked to ongoing ELA writing instruction.
- Argumentative and informative writing assignments

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Global Issues (National Geographic)
- Reading Expeditions World Regions (National Geographic)
- Reading Expeditions World Cultures (National Geographic)
- Rand McNally Classroom Atlas

- Rand McNally Digital World Atlas
- Mapline



Grade Five

Unit #: 4 Unit Title: South and Southeast Asia Summary and Rationale

Home to a large segment of the world's population and some of the most dynamic and fastest-growing economies, the regions of South and Southeast Asia are poised to command increased importance in world affairs. Yet these regions are not without their problems, as population pressures place increasing stress upon their environments while challenging governments to meet demands for prosperity and political participation from a multitude of ethnic and religious groups. This unit will look at both the promise and problems confronting these regions, and their role in ensuring a just and sustainable future for the planet.

Students will be asked to use maps and other geospatial tools to visually represent the both the physical and cultural characteristics of the region, as well as the issues confronting it. Students should build upon previous practice in collaboration, research, and problem-solving as they use democratic processes within the classroom to develop explanations and possible solutions to the humanitarian issues in the region.

Recommended Pacing

Approximately 8 Days

	Standards	
NJ Student Le	arning Standards	
<u>CPI</u> <u>CPI Description</u>		
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural	
	centers of each empire as well as the empires' relationships with other parts of the world.	
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive	
	and negative consequences of environmental changes made during this time period, and relate	
	these changes to current environmental challenges.	
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas	
	influenced their economic development and interaction or isolation with other societies.	
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living	
	Asia, Africa (Islam), Europe and the Americas over time.	
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender	
	equality, child mortality, or education.	
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings,	
	elections) to understand how conflicting points of view are addressed in a democratic society.	
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate	
	governmental agency regarding the best course of action.	

C3 Framework Inquiry Arc			
Dimension 1 –Developing Questions and Planning	Dimension 2 – Applying Disciplinary Concepts		
Inquiries			
 Students will: Explain why it is important to answer the essential question that guides the inquiry Explain how the supporting questions help answer the essential inquiry question. Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting questions. Explain why different people may have different perspectives regarding the essential inquiry question, and the concepts, ideas and sources. 	 Dimension 2 – Applying Disciplinary Concepts Students will: Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics) Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History) 		
Dimension 3 – Evaluating Sources and Using	Dimension 4 – Communicating Conclusions and Taking		
Evidence	Informed Action		
 Students will: Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) and inquiry. 	 Students will: Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. Critique the strengths and weaknesses of presented solutions to inquiries. Explain different solutions students and others working alone and together might take to solve local, regional, or global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions. Possible examples include: Presentations to classmates, teachers, or invited guests Maps, charts, posters, and other visuals Reports and argumentative or informative essays Suggesting possible responses to the movement of migrants and refugees within and from South and Southeast Asia (perhaps leading to taking informed action) 		
	Indicators (K-12 Pathways)		
	icator Description (Delete any not used)		
	testions are important to others (e.g., peers, adults). tots and ideas associated with a compelling question that are		
open to different interpretat	tions.		
D1.3.3-5. Identify the disciplinary cond	cepts and ideas associated with a supporting question that are		

	open to interpretation.		
D1.4.3-5.	Explain how supporting questions help answer compelling questions in an inquiry.		
D1.5.3-5.	• Determine the kinds of sources that will be helpful in answering compelling and		
	supporting questions, taking into consideration the different opinions people have about		
	how to answer the questions.		
D2.Civ.1.3-5.	• Distinguish the responsibilities and powers of government officials at various levels and		
	branches of government and in different times and places.		
D2.Civ.2.3-5.	• Explain how a democracy relies on people's responsible participation, and draw		
	implications for how individuals should participate.		
D2.Civ.3.3-5.	• Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.		
D2.Civ.4.3-5.	• Explain how groups of people make rules to create responsibilities and protect freedoms.		
D2.Civ.5.3-5.	• Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.		
D2.Civ.6.3-5.	 Describe ways in which people benefit from and are challenged by working together, 		
D2.CIV.0.5-5.	• Describe ways in which people benefit from and are channeliged by working together, including through government, work- places, voluntary organizations, and families.		
D2.Civ.7.3-5.	 Apply civic virtues and democratic principles in school settings. 		
D2.Civ.8.3-5.	 Identify core civic virtues and democratic principles in school settings. Identify core civic virtues and democratic principles that guide government, society, and 		
D2.011.0.5 5.	communities.		
D2.Civ.9.3-5.	• Use deliberative processes when making decisions or reaching judgments as a group.		
D2.Civ.10.3-5.	• Identify the beliefs, experiences, perspectives, and values that underlie their own and		
	others' points of view about civic issues.		
D2.Civ.11.3-5.	• Compare procedures for making decisions in a variety of settings, including classroom,		
	school, government, and/or society.		
D2.Civ.12.3-5.	• Explain how rules and laws change society and how people change rules and laws.		
D2.Civ.13.3-5.	Explain how policies are developed to address public problems.		
D2.Civ.14.3-5.	Illustrate historical and contemporary means of changing society.		
D2.Eco.1.3-5.	Compare the benefits and costs of individual choices.		
D2.Eco.2.3-5.	• Identify positive and negative incentives that influence the decisions people make.		
D2.Eco.3.3-5.	• Identify examples of the variety of resources (human capital, physical capital, and natural		
	resources) that are used to produce goods and services.		
D2.Eco.4.3-5.	Explain why individuals and businesses specialize and trade.		
D2.Eco.5.3-5.	Explain the role of money in making exchange easier.		
D2.Eco.6.3-5.	• Explain the relationship between investment in human capital, productivity, and future incomes.		
D2.Eco.7.3-5.	Explain how profits influence sellers in markets.		
D2.Eco.8.3-5.	 Identify examples of external benefits and costs. 		
D2.Eco.9.3-5.	 Describe the role of other financial institutions in an economy. 		
D2.Eco.10.3-5.	Explain what interest rates are.		
D2.Eco.11.3-5.	Explain the meaning of inflation, deflation, and unemployment.		
D2.Eco.12.3-5.	 Explain the ways in which the government pays for the goods and services it provides. 		
D2.Eco.13.3-5.	 Describe ways people can increase productivity by using improved capital goods and 		
	improving their human capital.		
D2.Eco.14.3-5.	• Explain how trade leads to increasing economic interdependence among nations.		
D2.Eco.15.3-5.	• Explain the effects of increasing economic interdependence on different groups within		
	participating nations.		
D2.Geo.1.3-5.	• Construct maps and other graphic representations of both familiar and unfamiliar places.		
D2.Geo.2.3-5.	• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.		
D2.Geo.3.3-5.	 Use maps of different scales to describe the locations of cultural and environmental 		
	characteristics.		
D2.Geo.4.3-5.	• Explain how culture influences the way people modify and adapt to their environments.		
D2.Geo.5.3-5.	 Explain how the cultural and environmental characteristics of places change over time. 		
	 Describe how environmental and cultural characteristics influence population distribution 		

D2 C 7 2 C	in specific places or regions.		
D2.Geo.7.3-5.	• Explain how cultural and environmental characteristics affect the distribution and		
D2.Geo.8.3-5.	movement of people, goods, and ideas.		
	• Explain how human settlements and movements relate to the locations and use of various natural resources.		
D2.Geo.9.3-5.	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.		
D2.Geo.10.3-5.	• Explain why environmental characteristics vary among different world regions.		
D2.Geo.11.3-5.	• Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.		
D2.Geo.12.3-5.	• Explain how natural and human-made catastrophic events in one place affect people living in other places.		
D2.His.1.3-5.	• Create and use a chronological sequence of related events to compare developments that happened at the same time.		
D2.His.2.3-5.	Compare life in specific historical time periods to life today.		
D2.His.3.3-5.	Generate questions about individuals and groups who have shaped significant historical changes and continuities.		
D2.His.4.3-5.	 Explain why individuals and groups during the same historical period differed in their perspectives. 		
D2.His.5.3-5.	 Explain connections among historical contexts and people's perspectives at the time. 		
D2.His.6.3-5.	Describe how people's perspectives shaped the historical sources they created.		
D2.His.9.3-5.	• Summarize how different kinds of historical sources are used to explain events in the past.		
D2.His.10.3-5.	Compare information provided by different historical sources about the past.		
D2.His.11.3-5.	• Infer the intended audience and purpose of a historical source from information within the source itself.		
D2.His.12.3-5.	• Generate questions about multiple historical sources and their relationships to particular historical events and developments.		
D2.His.13.3-5.	• Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.		
D2.His.14.9-12	Explain probable causes and effects of events and developments.		
D2.His.16.3-5.	Use evidence to develop a claim about the past.		
D2.His.17.3-5.	• Summarize the central claim in a secondary work of history.		
D3.1.3-5.	• Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.		
D3.2.3-5.	• Use distinctions among fact and opinion to determine the credibility of multiple sources.		
D3.3.3-5.	• Identify evidence that draws information from multiple sources in response to compelling questions.		
D3.4.3-5.	Use evidence to develop claims in response to compelling questions.		
D4.1.3-5.	 Construct arguments using claims and evidence from multiple sources. 		
D4.2.3-5.	 Construct arguments using etains and evidence from multiple sources. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 		
D4.3.3-5.	 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). 		
D4.4.3-5.	Critique arguments.		
D4.5.3-5.	Critique explanations.		
D4.6.3-5.	Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.		
D4.7.3-5.	 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. 		

D4.8.3-5.			
Common Com	1	lems in their classrooms and schools.	
	Standards Alignn		
	mension	Common Core ELA Anchor Standards	Shared Language
Dimension 1: D		Anchor Reading Standard 1	Questioning, Argument,
Questions and F	Planning Inquiries	Anchor Writing Standard 7	Explanation, Point of View
		Anchor Speaking and Listening Standard 1	
Dimension 2: A		Anchor Reading Standards 1-10	Analysis, Argument,
Disciplinary Co	oncepts	Anchor Writing Standard 7	Evidence, Questioning
		Anchor Speaking and Listening Standard 1	
		Anchor Language Standard 6	A manual S and a s
	valuating Sources	Anchor Reading Standards 1-10	Argument, Sources,
and Using Evid	ence	Anchor Writing Standards, 1, 2, 7-10	Evidence, Claims,
D: : 1 C	·	Anchor Speaking and Listening Standard 1	Counterclaims, Gather
Dimension 4: C		Anchor Reading Standard 1	Argument, Explanation,
Conclusions and Informed Action	e	Anchor Writing Standards 1-8	Sources, Evidence, Claims,
Informed Action	n	Anchor Speaking and Listening Standards 1-6	Counterclaims,
			Visually/Visualize, Credibility
(ntandiaain linam			Credibility
nterdisciplinary Standard x.x	y Connections		
CPI #	Cumulativa D	rogress Indicator (CPI)	
		ons are discovered during the pilot process. If any	are linearing feel free to fill
		NJCCCS can be added during the year.	are known, reer free to fill
Integration of T		NJCCCS can be added during the year.	
Standard x.x	echnology		
CPI #	Cumulativa P	rogress Indicator (CPI)	
• Leave blank	x, uns curriculum is	s currently under revision, as is ours.	
		Instructional Focus	
Enduring Under	rstanding(s)		
-		are regions with multiple languages and cultures,	which sometimes lead to
	n conflict.		
		opulous democracy, and struggles to address its e	conomic soctarian and
		emocratic institutions and processes.	cononne, sectarian, and
		-	nd this programity has lad to
		some of the world's fastest growing economies, a	ind this prosperity has led to
	-	population for greater political participation.	
 Populat 	tion pressures in So	uth and Southeast Asia have created severe enviro	onmental challenges and
problen	ns connected to rap	id urbanization.	
• South a	nd Southeast Asia	were the destination of multiple explorers seeking	spices and riches over severa
		iral exchanges that transformed the world.	, spress and menes s at set set
conturit	es, resulting in cult	that exchanges that transformed the world.	
Essential Quest	ions		
		it accurate to speak of regions in an era of globaliz	zation and the Internet?
	-	t of people, goods, and ideas?	und the interfiet.
	ased urbanization d		
		utheast Asia address the problems of rapid urbani	zation and unequal standards
	iouru souur allu so	unicasi Asia audiess die problems of tapid urbam	zanon and unequal standalds
living?	ro humon richte er f	how on they best he protected?	
	-	how can they best be protected?	
	-	ucate children for a future global society?	1
 How ca 	in countries best ba	lance economic development, use of resources, an	a sustainable environment?

- To what extent should humans alter their environment to fit their needs?
- What is the best response when religions and cultural values clash?

- How can modern societies evolve from the use of fossil fuels to more sustainable and environmentally friendly sources of energy?
- Should governments fund and support exploration?

Themes

- Identity
- Work, exchange, and technology
- Peopling
- Environment and geography physical and human
- Ideas, beliefs, and culture

Suggested Inquiries:

- Should governments support explorers?
- Are South and Southeast Asia each one region or many?
 - Supporting question: what factors encourage the unity of each region?
 - Supporting question: what factors encourage the fragmentation of each region?
- Can the democratic institutions be an effective means to address the problems of such large populations?
- What causes the movement of peoples to and from these regions?
- How can India and the countries of South and Southeast Asia better protect their environments?
- What can be done to improve life in the mega-cities of South and Southeast Asia?
- Can urbanization help these regions reduce their reliance on fossil fuels?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Maps and visual presentations (Collaboration, Communication, Research, Self and Global Awareness)
- Essays and arguments (Communication, Research, Problem Solving, Self and Global Awareness)
- Debates (All)
- Proposals for informed action (All)
- Objectives

Students will know or learn:

- European and Chinese explorers, for example Vasco da Gama and Zheng He, explored the world and began a series of cultural exchanges that led to an era of globalization, with many Western ideas changing other societies.
- South and Southeast Asia are regions that can be divided into several sub-regions based on language, culture, and history.
- India is the world's most populous democracy and struggles to address the problems of over 1.2 billion people via democratic institutions.
- Mega-cities in South and Southeast Asia promise prosperity, but also create problems regarding the environment and inequities in standards of living
- Educational achievement varies greatly in the regions, based on geography, social class, gender, and religion.
- South and Southeast Asia struggle to contain sectarian conflicts

Students will be able to:

- Use maps and other geospatial tools to visually express their understanding of the concepts of location, place, human-environment interactions, regions, and movement.
- Construct and explain a position regarding the inquiry question.
- Critique solutions to inquiries.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

• Use of common writing rubrics

• Writing assignments linked to ongoing ELA writing instruction.

• Argumentative and informative writing assignments

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Global Issues (National Geographic)
- Reading Expeditions World Regions (National Geographic)
- Reading Expeditions World Cultures (National Geographic)
- Rand McNally Classroom Atlas

- Rand McNally Digital World Atlas
- Mapline



Course Name

Unit #: 5 Unit Title: Sub-Saharan Africa Summary and Rationale

Sub-Saharan Africa is an extremely large and culturally diverse area that in many defies classification as a single region. Students in this unit will be challenged to move beyond the usual stereotypes of Sub-Saharan Africa and investigate its many cultures, cities, and economic potential, as well as the multitude of serious problems that confront its inhabitants.

Students will be asked to use maps and other geospatial tools to visually represent the both the physical and cultural characteristics of the region, as well as the issues confronting it. Students should build upon previous practice in collaboration, research, and problem-solving as they use democratic processes within the classroom to develop explanations and possible solutions to the humanitarian issues in the region.

Recommended Pacing

Approximately 9 Days

Standards

NJ Student Le	arning Standards	
CPI	<u>CPI Description</u>	
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.	
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.	
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.	
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.	
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.	
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.	
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.	
C3 Frameworl	z Inquiry Arc	
	Developing Questions and Planning Dimension 2 – Applying Disciplinary Concepts Inquiries	

 social studies concepts, ideas, and sources t will help answer the essential and supporting questions. Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, a the concepts, ideas and sources. <i>Dimension 3 – Evaluating Sources and Using Evidence</i> Students will: Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selecti Use evidence from multiple sources to 	 activities. (Civies) Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History) Dimension 4 – Communicating Conclusions and Taking Informed Action Students will: Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods.
strengthen and refine claims and develop claims in response to the essential question(and inquiry.	 global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions. Possible examples include: Presentations to classmates, teachers, or invited guests Maps, charts, posters, and other visuals Reports and argumentative or informative essays Suggesting possible responses to the movement of migrants and refugees from Sub-Saharan (perhaps leading to taking informed action).
	ork Indicators (K-12 Pathways)
	Indicator Description (Delete any not used)
	g questions are important to others (e.g., peers, adults).
D1.2.3-5. • Identify disciplinary co	ncepts and ideas associated with a compelling question that are
	letations.
open to different interp	concents and ideas associated with a supporting question that are
open to different interpD1.3.3-5.• Identify the disciplinary	concepts and ideas associated with a supporting question that are
D1.3.3-5. • Identify the disciplinary open to interpretation.	
open to different interpD1.3.3-5.Identify the disciplinary open to interpretation.D1.4.3-5.Explain how supportin	concepts and ideas associated with a supporting question that are g questions help answer compelling questions in an inquiry. sources that will be helpful in answering compelling and

	how to answer the questions.
D2.Civ.1.3-5.	• Distinguish the responsibilities and powers of government officials at various levels and
	branches of government and in different times and places.
D2.Civ.2.3-5.	• Explain how a democracy relies on people's responsible participation, and draw
	implications for how individuals should participate.
D2.Civ.3.3-5.	• Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
D2.Civ.4.3-5.	• Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	• Explain the origins, functions, and structure of different systems of government, including
	those created by the U.S. and state constitutions.
D2.Civ.6.3-5.	• Describe ways in which people benefit from and are challenged by working together,
	including through government, work- places, voluntary organizations, and families.
D2.Civ.7.3-5.	Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	• Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	• Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	• Identify the beliefs, experiences, perspectives, and values that underlie their own and
	others' points of view about civic issues.
D2.Civ.11.3-5.	• Compare procedures for making decisions in a variety of settings, including classroom,
	school, government, and/or society.
D2.Civ.12.3-5.	• Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	• Identify examples of the variety of resources (human capital, physical capital, and natural
	resources) that are used to produce goods and services.
D2.Eco.4.3-5.	Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	• Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	• Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	Identify examples of external benefits and costs.
D2.Eco.9.3-5.	Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	• Explain what interest rates are.
D2.Eco.11.3-5.	Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	• Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	Describe ways people can increase productivity by using improved capital goods and
	improving their human capital.
D2.Eco.14.3-5.	• Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	• Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	• Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
D2.Geo.3.3-5.	• Use maps of different scales to describe the locations of cultural and environmental
D2 C 42 5	characteristics.
D2.Geo.4.3-5.	• Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	• Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	• Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	• Explain how cultural and environmental characteristics affect the distribution and
	movement of people, goods, and ideas.
D2.Geo.8.3-5.	• Explain how human settlements and movements relate to the locations and use of various

	natural res	ources.		
D2.Geo.9.3-5.		e effects of catastrophic environmental and tec	hnological events on human	
		s and migration.	5	
D2.Geo.10.3-5.		hy environmental characteristics vary among di	ifferent world regions.	
D2.Geo.11.3-5.	Describe l	how the spatial patterns of economic activities in a place change over time f interactions with nearby and distant places.		
D2.Geo.12.3-5.	• Explain he	Explain how natural and human-made catastrophic events in one place affect people living in other places.		
D2.His.1.3-5.	Create and			
D2.His.2.3-5.	1.1	ife in specific historical time periods to life tod	av.	
D2.His.3.3-5.	Generate	erate questions about individuals and groups who have shaped significant historical ges and continuities.		
D2.His.4.3-5.	• Explain w	Explain why individuals and groups during the same historical period differed in their perspectives.		
D2.His.5.3-5.		nnections among historical contexts and people	e's perspectives at the time.	
D2.His.6.3-5.		ow people's perspectives shaped the historical		
D2.His.9.3-5.		Summarize how different kinds of historical sources are used to explain events in the past.		
D2.His.10.3-5.		nformation provided by different historical sou	^	
D2.His.11.3-5.	• Infer the in			
D2.His.12.3-5.		Generate questions about multiple historical sources and their relationships to particular historical events and developments.		
D2.His.13.3-5.	intended a			
D2.His.14.9-12	• Explain probable causes and effects of events and developments.			
D2.His.16.3-5.		nce to develop a claim about the past.		
D2.His.17.3-5.		e the central claim in a secondary work of histo	rv.	
D3.1.3-5.	• Gather rel	Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.		
D3.2.3-5.		ctions among fact and opinion to determine the	credibility of multiple sources.	
D3.3.3-5.		Identify evidence that draws information from multiple sources in response to compelling		
D3.4.3-5.	•	nce to develop claims in response to compelling	g questions.	
D4.1.3-5.		arguments using claims and evidence from mul		
D4.2.3-5.	Construct	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.		
D4.3.3-5.	print and o	Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).		
D4.4.3-5.	Critique a			
D4.5.3-5.	Critique et	xplanations.		
D4.6.3-5.	opportunit			
D4.7.3-5.	• Explain di alone and			
D4.8.3-5.	• Use a rang			
Common Core Sta	0			
C3 Dimension		Common Core ELA Anchor Standards	Shared Language	
Dimension 1: Deve	laning	Anchor Reading Standard 1	Questioning, Argument,	

Questions and Planning Inquiries		Explanation, Point of View
Dimension 2: A sulti	Anchor Speaking and Listening Standard 1	A nolocia A none d
Dimension 2: Applying	Anchor Reading Standards 1-10	Analysis, Argument,
Disciplinary Concepts	Anchor Writing Standard 7	Evidence, Questioning
	Anchor Speaking and Listening Standard 1	
	Anchor Language Standard 6	~ ~
Dimension 3: Evaluating Sources		Argument, Sources,
and Using Evidence	Anchor Writing Standards, 1, 2, 7-10	Evidence, Claims,
	Anchor Speaking and Listening Standard 1	Counterclaims, Gather
Dimension 4: Communicating	Anchor Reading Standard 1	Argument, Explanation,
Conclusions and Taking	Anchor Writing Standards 1-8	Sources, Evidence, Claims,
Informed Action	Anchor Speaking and Listening Standards 1-6	Counterclaims,
		Visually/Visualize,
		Credibility
Interdisciplinary Connections Standard x.x		
	Progress Indicator (CPI)	
	ions are discovered during the pilot process. If any	are known feel free to fill
	it NJCCCS can be added during the year.	מוכ אווטשוו, וככו ווכב נט וווו
Integration of Technology		
Standard x.x		
	Progress Indicator (CPI)	
	ia an monther under requision of is on re-	
Leave blank, this curriculum	is currently under revision, as is ours.	
	Instructional Focus	
	•	
• Leave blank, this curriculum Enduring Understanding(s)	Instructional Focus	uages and cultures.
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- Can the African Union be effective?
- How should Sub-Saharan Africa respond to the emigration of migrants and refugees?
- How can Sub-Saharan Africa create cities that ensure a healthy environment and a decent standard of living
- How can the nations of Sub-Saharan Africa ensure a healthy and sustainable environment for their citizens?
- How can the nations of Sub-Saharan ensure greater educational opportunities for their citizens?

Evidence of Learning (Assessments - parenthetical notes reference competencies)

- Maps and visual presentations (Collaboration, Communication, Research, Self and Global Awareness)
- Essays and arguments (Communication, Research, Problem Solving, Self and Global Awareness)
- Debates (All)
- Proposals for informed action (All)

Objectives

Students will know or learn:

- European explorers sailed to Africa and began a series of cultural exchanges that led first to an era of colonization and later globalization, with many Western ideas changing other societies.
- Sub-Saharan Africa is the largest part of a vast continent that is divided into several sub-regions based on language, culture, and history.
- The African Union is an attempt to coordinate African political responses to regional issues.
- Sub-Saharan is divided into many nations, with large cities that confront problems of urbanization similar to other regions of the world.
- Humanitarian, economic and environmental issues have served as the catalyst for the emigration of people out of Sub-Saharan Africa.
- Sub-Saharan Africa confronts environmental issues as it seeks to balance rapid economic development with maintaining a sustainable and healthy environment.

Students will be able to:

- Use maps and other geospatial tools to visually express their understanding of the concepts of location, place, human-environment interactions, regions, and movement.
- Construct and explain a position regarding the inquiry question.
- Critique solutions to inquiries.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Use of common writing rubrics
- Writing assignments linked to ongoing ELA writing instruction.
- Argumentative and informative writing assignments

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Global Issues (National Geographic)
- Reading Expeditions World Regions (National Geographic)
- Reading Expeditions World Cultures (National Geographic)

• Rand McNally Classroom Atlas

- Rand McNally Digital World Atlas
- Mapline



Course Name

Unit #: 6 Unit Title: Southwest Asia and the Maghreb Summary and Rationale

Southwest Asia is one of the most volatile regions studied during the year. Comprising what is commonly referred to as the Midle East and the North African coast, it has been beset by war and conflict, creating humanitarian crises and a surge of refugees to other regions. Divided by ethnic and sectarian divisions, the lands covering Southwest Asia and the north African coast challenge definition as a region. Often overlooked in the midst of human conflict are the population and environmental issues confronting this area of the world.

Students will be asked to use maps and other geospatial tools to visually represent the both the physical and cultural characteristics of the region, as well as the issues confronting it. Students should build upon previous practice in collaboration, research, and problem-solving as they use democratic processes within the classroom to develop explanations and possible solutions to the humanitarian issues in the region.

Recommended Pacing

Approximately 9 Days

Standards			
NJ Student Learning Standards			
<u>CPI</u>	CPI Description		
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.		
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.		
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.		
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.		
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.		
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.		
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.		
C3 Framework	x Inquiry Arc		
	Developing Questions and Planning Dimension 2 – Applying Disciplinary Concepts		
	Inquiries		
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Students will:		Students will:	
		• Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry	
 Dimension 3 – Evaluating Sources and Using Evidence Students will: Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) and inquiry. 		 Dimension 4 – Communicating Conclusions and Taking Informed Action Students will: Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. Critique the strengths and weaknesses of presented solutions to inquiries. Explain different solutions students and others working alone and together might take to solve local, regional, or global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions. Possible examples include: Presentations to classmates, teachers, or invited guests Maps, charts, posters, and other visuals Reports and argumentative or informative essays Suggesting possible responses to the movement of migrants and refugees from Southwest Asia (perhaps leading to taking informed action) 	
	C3 Framework	Indicators (K-12 Pathways)	
<u>C3 Indicator</u>		icator Description (Delete any not used)	
D1.1.3-5.		estions are important to others (e.g., peers, adults).	
D1.2.3-5.	• Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.		
D1.3.3-5.	• Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.		
D1.4.3-5.	open to interpretation.	estions help answer compelling questions in an inquiry.	

	supporting questions, taking into consideration the different opinions people have about
	how to answer the questions.
D2.Civ.1.3-5.	• Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
D2.Civ.2.3-5.	<u> </u>
	• Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
D2.Civ.3.3-5.	• Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
D2.Civ.4.3-5.	• Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	• Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
D2.Civ.6.3-5.	 Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organizations, and families.
D2.Civ.7.3-5.	 Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	 Identify core civic virtues and democratic principles in school settings. Identify core civic virtues and democratic principles that guide government, society, and
	communities.
D2.Civ.9.3-5.	• Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	• Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
D2.Civ.11.3-5.	Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	
D2.Civ.13.3-5.	Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	• Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	• Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
D2.Eco.4.3-5.	• Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	• Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	 Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	 Identify examples of external benefits and costs.
D2.Eco.9.3-5.	 Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	
D2.Eco.11.3-5.	 Explain what interest rates are. Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	 Explain the meaning of minuterin, denation, and differences in provides. Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	 Describe ways people can increase productivity by using improved capital goods and
D2.LC0.15.5-5.	improving their human capital.
D2.Eco.14.3-5.	 Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	• Explain the effects of increasing economic interdependence on different groups within
D2 Car 1 2 5	participating nations.
D2.Geo.1.3-5.	• Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
D2.Geo.3.3-5.	• Use maps of different scales to describe the locations of cultural and environmental characteristics.
D2.Geo.4.3-5.	• Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	 Explain how cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	 Describe how environmental and cultural characteristics of places enange over time. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

natural resources. D2.Geo.9.3-5. • Analyze the effects of catastrophic environmental and technological events on human settlements and migration. D2.Geo.10.3-5. • Explain why environmental characteristics vary among different world regions. D2.Geo.11.3-5. • Explain why environmental characteristics vary among different world regions. D2.Geo.12.3-5. • Explain how natural and human-made catastrophic events in one place affect people living in other places. D2.His.1.3-5. • Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.3.3-5. • Compare life in specific historical time periods to life today. D2.His.3.5. • Explain why individuals and groups during the same historical period differed in their perspectives about individual's subperiod by perspectives shaped the historical sources they created. D2.His.3.5. • Explain connections among historical contexts and people's perspectives they created. D2.His.0.3.5. • Explain connections among historical sources are used to explain events in the past. D2.His.1.3.5. • Describe how people's perspectives shaped the historical sources and their relationships to particular historical source including the maker, date, place of origin, intended audience and purpose of a historical sources and their relationships to particular historical events and developments. D2.His.1.3.4.5. • Iffer the intended audies can d purpose	D2.Geo.8.3-5.	• Explain how human settlements and movements relate to the locations and use of various
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	D4.7.3-5.	• Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible
	D4.8.3-5.	

<u>C3 Dimension</u>	<u>Common Core ELA Anchor Standards</u>	Shared Language
Dimension 1: Developing	Anchor Reading Standard 1	Questioning, Argument,
Questions and Planning Inquiries	Anchor Writing Standard 7	Explanation, Point of View
	Anchor Speaking and Listening Standard 1	
Dimension 2: Applying	Anchor Reading Standards 1-10	Analysis, Argument,
Disciplinary Concepts	Anchor Writing Standard 7	Evidence, Questioning
	Anchor Speaking and Listening Standard 1	
	Anchor Language Standard 6	
Dimension 3: Evaluating Sources	Anchor Reading Standards 1-10	Argument, Sources,
and Using Evidence	Anchor Writing Standards, 1, 2, 7-10	Evidence, Claims,
and Using Evidence	Anchor Speaking and Listening Standard 1	Counterclaims, Gather
Dimension 4: Communicating		,
Dimension 4: Communicating	Anchor Reading Standard 1	Argument, Explanation,
Conclusions and Taking	Anchor Writing Standards 1-8	Sources, Evidence, Claims,
Informed Action	Anchor Speaking and Listening Standards 1-6	Counterclaims,
		Visually/Visualize,
		Credibility
Interdisciplinary Connections		
Standard x.x		
	rogress Indicator (CPI)	
	ons are discovered during the pilot process. If any	are known, feel free to fill
them in. References to the relevant	NJCCCS can be added during the year.	
Integration of Technology		
Standard x.x		
CPI # Cumulative Pr	rogress Indicator (CPI)	
	s currently under revision, as is ours.	
	Instructional Focus	
Enduring Understanding(s)		
• Southwest Asia and the M	aghreb is a diverse region divided by ethnic and se	ctarian loyalties, leading to
numerous violent conflicts		
		f refusees and a humanitarian
• The conflicts affecting Sou crisis.	uthwest Asia and the Maghreb have led to a flow o	refugees and a numanitarian
		1 1 11
	aghreb face population pressures and environment	-
• Southwest Asia and the M	aghreb faces challenges regarding urbanization sin	nilar to other regions of the
world.		
• Southwest Asia and the M	aghreb have a complex relationship with fossil fue	ls facing environmental
	ig from the sale of these fuels.	is, raeing en in onnientai
с I	0	
	gh Southwest Asia and the Maghreb initiated conta	cts between regions, resulting
in cultural exchanges that	transformed the world.	
Essential Questions		
	it accurate to speak of regions in an era of globaliz	ation and the Internet?
• What causes the movement of people, goods, and ideas?		
• What is the proper response when two cultures meet, and potentially clash?		
• Is increased urbanization desirable? Can it reduce reliance on fossil fuels?		
• How nations best ensure educational opportunities for their citizens?		
• What are human rights and how can they best be protected?		
• Should governments fund and support exploration?		
Themes		
Identity		
 Work, exchange, and techn 	nology	
Peopling	0,	

• Environment and geography — physical and human

• Ideas, beliefs, and culture	
Suggested Inquiries:	
• Should governments support explo	
• Is Su Southwest Asia and the M	
	factors encourage the unity of Southwest Asia and the Maghreb?
	factors encourage the fragmentation of Southwest Asia and the
Maghreb	
	nflict in Southwest Asia and the Maghreb?
	the Maghreb respond to the emigration of migrants and refugees?
	e Maghreb create cities that ensure a healthy environment and a decent
standard of living	
	Asia and the Maghreb ensure a healthy and sustainable environment for
their citizens?	
• How can the nations of Southwe	est Asia and the Maghreb ensure greater educational opportunities
for their citizens?	
Evidence of Learning (Assessments - pare	nthetical notes reference competencies)
·	llaboration, Communication, Research, Self and Global Awareness)
· · ·	ation, Research, Problem Solving, Self and Global Awareness)
• Debates (All)	
Proposals for informed action (All	
Objectives	
Students will know or learn:	
• Explorers travelling through South	west Asia and the Maghreb initiated contacts between regions, resulting
in cultural exchanges that transform	ned the world.
• Southwest Asia and the Maghreb i	s a diverse region divided by ethnic and sectarian loyalties, leading to
-	an divisions exist not only between religions, but also within them.
• The conflicts affecting Southwest	Asia and the Maghreb have led to a flow of refugees and a humanitarian
crisis.	ace population pressures and environmental challenges.
_	
• Southwest Asia and the Maghreb f world.	aces challenges regarding urbanization similar to other regions of the
• Southwest Asia and the Maghreb h	nave a complex relationship with fossil fuels, facing environmental
challenges but also profiting from	
Students will be able to:	
	ols to visually express their understanding of the concepts of location,
place, human-environment interact	
 Construct and explain a position re 	
 Critique solutions to inquiries. 	
	Integration
Technology Integration and Use of Data	
Use of appropriate online resources	
 Online collaboration during conduct of 	finquiries
ç	evant available historical data to identify patterns and issues.
 Use of presentation technology 	
Writing Integration	
Use of common writing rubrics	
 Writing assignments linked to ongoing 	ELA writing instruction.
 Argumentative and informative writing 	
Competencies	
Collaboration: all	
Communication: all	

- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Global Issues (National Geographic)
- Reading Expeditions World Regions (National Geographic)
- Reading Expeditions World Cultures (National Geographic)
- Rand McNally Classroom Atlas

Other Suggested Resources

- Rand McNally Digital World Atlas
- Mapline



Social Studies

Grade Five

Unit #: 7 Unit Title: Europe and Russia Summary and Rationale

Europe and Russia play and important role in the world today. Spanning the Eurasian landmass, both regions command sufficient power and wealth to influence the course of contemporary events. Europe sponsored many of the great voyages of exploration and was the genesis of the western values and practices that underlie the structures and practices of the current era of globalization. Europe in currently in the midst of an experiment in economic and political unification, and is a magnet for many of the world's migrants and refugees. Russia is struggling with a past that is the both European and Asian, and its position and role in both regional and global affairs is currently the source of conflict.

Students will seek to determine if Europe is one region or several, why the success or failure of the European Union matters, and explain its role in the current global movement of migrants and refugees. They will also establish a position regarding whether Russia can become part of the Europe, or will remain a unique outlier in world affairs.

Recommended Pacing

Approximately 12 Days

Standards		
NJ Student Learning Standards		
<u>CPI</u>	<u>CPI Description</u>	
6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.	
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.	
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.	
6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.	
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.	
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.	
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.	
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.	
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.	
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.	
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.	

C3 Framework Inquiry Arc	
Dimension 1 –Developing Questions and Planning Inquiries	Dimension 2 – Applying Disciplinary Concepts
 Students will: Explain why it is important to answer the essential question that guides the inquiry Explain how the supporting questions help answer the essential inquiry question. Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting questions. Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, and the concepts, ideas and sources. 	 Students will: Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics) Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History)
Dimension 3 – Evaluating Sources and Using Evidence	Dimension 4 – Communicating Conclusions and Taking Informed Action
 Students will: Gather relevant information from multiple sources representing different perspectives, applying concepts of fact and opinion, context, bias, and origin to guide the selection. Use evidence from multiple sources to strengthen and refine claims and develop claims in response to the essential question(s) and inquiry. 	 Students will: Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of print and digital methods. Critique the strengths and weaknesses of presented solutions to inquiries. Explain different solutions students and others working alone and together might take to solve local, regional, or global problems, referencing appropriate social studies concepts and content to predict possible results of suggested actions. Possible examples include: Presentations to classmates, teachers, or invited guests Maps, charts, posters, and other visuals Reports and argumentative or informative essays Suggesting possible responses to the movement of migrants and refugees to Europe (perhaps leading to taking informed action)

D1.1.3-5.	• Explain why compelling questions are important to others (e.g., peers, adults).
D1.2.3-5.	• Identify disciplinary concepts and ideas associated with a compelling question that are
	open to different interpretations.
D1.3.3-5.	• Identify the disciplinary concepts and ideas associated with a supporting question that are
	open to interpretation.
D1.4.3-5.	• Explain how supporting questions help answer compelling questions in an inquiry.
D1.5.3-5.	• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
D2.Civ.1.3-5.	• Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
D2.Civ.2.3-5.	• Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
D2.Civ.3.3-5.	• Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
D2.Civ.4.3-5.	• Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	• Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
D2.Civ.6.3-5.	• Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organizations, and families.
D2.Civ.7.3-5.	Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	• Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	• Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	• Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
D2.Civ.11.3-5.	Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	• Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	• Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	• Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	• Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
D2.Eco.4.3-5.	• Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	• Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	Identify examples of external benefits and costs.
D2.Eco.9.3-5.	Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	Explain what interest rates are.
D2.Eco.11.3-5.	Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	• Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	• Describe ways people can increase productivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	• Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	• Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

	characteristics.
D2.Geo.4.3-5.	• Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	• Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	• Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	• Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	• Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	• Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	• Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	• Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
D2.Geo.12.3-5.	• Explain how natural and human-made catastrophic events in one place affect people living in other places.
D2.His.1.3-5.	• Create and use a chronological sequence of related events to compare developments that happened at the same time.
D2.His.2.3-5.	Compare life in specific historical time periods to life today.
D2.His.3.3-5.	Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	• Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	• Explain connections among historical contexts and people's perspectives at the time.
D2.His.6.3-5.	Describe how people's perspectives shaped the historical sources they created.
D2.His.9.3-5.	• Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	Compare information provided by different historical sources about the past.
D2.His.11.3-5.	• Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	• Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	• Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
D2.His.14.9-12	Explain probable causes and effects of events and developments.
D2.His.16.3-5.	• Use evidence to develop a claim about the past.
D2.His.17.3-5.	Summarize the central claim in a secondary work of history.
D3.1.3-5.	• Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	• Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	• Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	• Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	• Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.3-5.	Critique arguments.
D4.5.3-5.	Critique explanations.
D4.6.3-5.	• Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at

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D4725	-	nes and places.	11.1.1.1.1.
		fferent strategies and approaches students and oth	
		together to address local, regional, and global pro	blems, and predict possible
D4025		their actions.	
D4.8.3-5.		ge of deliberative and democratic procedures to ma	ake decisions about and act on
0 0 0		lems in their classrooms and schools.	
Common Core St	6		
<u>C3 Dime</u>		Common Core ELA Anchor Standards	Shared Language
Dimension 1: Deve		Anchor Reading Standard 1	Questioning, Argument,
Questions and Plan	nning inquiries	Anchor Writing Standard 7	Explanation, Point of View
Dimension 2: App	luina	Anchor Speaking and Listening Standard 1 Anchor Reading Standards 1-10	Analysis, Argument,
Disciplinary Conce		Anchor Writing Standard 7	Evidence, Questioning
Disciplinary Colleg	epts	Anchor Speaking and Listening Standard 1	Evidence, Questioning
		Anchor Language Standard 6	
Dimension 3: Eval	uating Sources	Anchor Reading Standards 1-10	Argument, Sources,
and Using Evidence	Pe	Anchor Writing Standards, 1, 2, 7-10	Evidence, Claims,
	~	Anchor Speaking and Listening Standard 1	Counterclaims, Gather
Dimension 4: Com	municating	Anchor Reading Standard 1	Argument, Explanation,
Conclusions and T		Anchor Writing Standards 1-8	Sources, Evidence, Claims,
Informed Action	uning	Anchor Speaking and Listening Standards 1-6	Counterclaims,
			Visually/Visualize,
			Credibility
Interdisciplinary C	Connections		
Standard x.x			
CPI #	Cumulative Pr	rogress Indicator (CPI)	
This can be comple		ons are discovered during the pilot process. If any	are known, feel free to fill
them in. Reference	es to the relevant	NJSLS can be added during the year.	
Integration of Tech	nnology		
Standard x.x			
CPI #	Cumulative Pr	ogress Indicator (CPI)	
• Leave blank, the	his curriculum is	currently under revision, as is ours.	
		Instructional Focus	
Enduring Understa	anding(s)		
Europe is a	a continent with	multiple languages and cultures.	
-	ean Union is an	attempt to unify Europe into a single economic m	arket, with political
•		is regarding an influx of migrants and refugees fro	om regions outside of Europe.
-		e country straddling the physical and cultural bour	
			*
· ·	onsored multiple ed the world.	e explorers over several centuries, resulting in cult	ural exchanges that
Essential Question	S		
		t accurate to speak of regions in an era of globaliz	vation and the Internet?
	-	t of people, goods, and ideas?	auton und une internet?
		· · ·	
How should Europe respond to the influx of migrants and refugees?What is the proper response when two cultures meet, and potentially clash?			
		the European community of nations?	
	-	and support exploration?	
-	ed urbanization d		
Themes			
Identity			
•	hange, and tech	nology	
,, ork, ore		ر <i>م</i>	

•	Peopling
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- Environment and geography physical and human
- Ideas, beliefs, and culture

Suggested Inquiries:

- Should governments support explorers?
- Is Europe one region or many?
 - Supporting question: what factors encourage the unity of Europe?
 - Supporting question: what factors encourage the fragmentation of Europe?
- Can the European Union be effective?
- How should Europe respond to the influx of migrants and refugees from other regions?
- Can Russia be integrated into Europe?
- Is increased urbanization desirable?

Evidence of Learning (Assessments - parenthetical notes reference competencies)

- Maps and visual presentations (Collaboration, Communication, Research, Self and Global Awareness)
- Essays and arguments (Communication, Research, Problem Solving, Self and Global Awareness)
- Debates (All)
- Proposals for informed action (All)

Objectives

Students will know or learn:

- European explorers, from the Vikings to Columbus to the modern era, explored the world and began a series of cultural exchanges that led to an era of globalization, with many Western ideas changing other societies.
- Europe is usually considered a continent that is divided into several sub-regions based on language, culture, and history.
- The European Union is an attempt to unify the participating countries of Europe into a supranational body to address economic and common political and environmental issues.
- Russia is a vast and diverse country that physically and culturally spans two continents.
- Russia has traditionally been a cultural mix of both East and West.
- The borders between Russia and Europe are currently the site of conflicts

Students will be able to:

- Use maps and other geospatial tools to visually express their understanding of the concepts of location, place, human-environment interactions, regions, and movement.
- Construct and explain a position regarding the inquiry question.
- Critique solutions to inquiries.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Use of common writing rubrics
- Writing assignments linked to ongoing ELA writing instruction.
- Argumentative and informative writing assignments

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Global Issues (National Geographic)
- Reading Expeditions World Regions (National Geographic)
- Reading Expeditions World Cultures (National Geographic)
- Rand McNally Classroom Atlas

Other Suggested Resources

- Rand McNally Digital World Atlas
- Mapline
- European Union Teacher Resources. http://europa.eu/teachers-corner/index_en.htm



Social Studies

Grade Five

Unit #: 8 Unit Title: Capstone Project Summary and Rationale

This unit is the capstone project for the course. Students are expected to revisit the previous units and further research the problems confronting refugees and internally displaced persons as they seek to develop solutions to the humanitarian issues resulting from the massive movement of people from dangerous and impoverished situations. While students are expected to be able to explain the causes of particular movements of people, they are not expected to solve the root issues of war, poverty, persecution, and environmental degradation. Rather, they should focus on researching and proposing appropriate informed actions they could take individually and collectively to improve the situation of refugees and internally displaced persons, especially children. This may involve proposals for appropriate and just policies regarding the possible acceptance and/or relocation of refugees, but more importantly means by which the health, security, and economic and educational opportunities for displaced persons may be improved. This project should conclude with presentations to judges, and the possible awarding of support to winning solutions.

Recommended Pacing

Approximately 8 Days

Standards			
NJ Student Learning Standards			
CPI	CPI Description		
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.		
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.		
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.		

C3 Framework Inquiry Arc					
Dimension 1 – Developing Questions and Planning	Dimension 2 – Applying Disciplinary Concepts				
Inquiries					
Students will:	Students will:				
 Explain why it is important to answer the essential question that guides the inquiry Explain how the supporting questions help answer the essential inquiry question. Determine, with appropriate guidance, the social studies concepts, ideas, and sources that will help answer the essential and supporting 	• Apply age-appropriate content and concepts regarding civic and political institutions to the inquiry, explain the processes by which rules, laws, and policies are developed to address human needs, and practice deliberative processes and civic virtues during group and inquiry activities. (Civics)				

 questions. Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, and the concepts, ideas and sources. 		 Explain economic decision making by comparing benefits and costs of decisions, use and apply age-appropriate economic concepts and terms, and explain how exchanges occur in markets, identifying global connections created by these exchanges. (Economics) Use and apply age-appropriate maps and other geospatial tools and analysis to issues of political, economic, and environmental crises and change, and to the diffusion of peoples, goods, and ideas, identifying appropriate global connections. (Geography) Place historical events in appropriate chronological order, noting evidence for cause and effect, and explain and compare different perspectives resulting from time and place and the nature of historical sources. (History) 		
Dimension 3 – Eve	aluating Sources and Using	Dimension 4 – Communicating Conclusions and Taking		
Evidence		Informed Action		
Students will:		Students will:		
	nt information from multiple	• Construct arguments, explanations, and solutions to		
	enting different perspectives, epts of fact and opinion,	inquiries, presenting these arguments, explanations, and		
	and origin to guide the selection.	solutions via a variety of print and digital methods.Critique the strengths and weaknesses of presented		
	from multiple sources to	solutions to inquiries.		
	l refine claims and develop	 Explain different solutions students and others working 		
-	onse to the essential question(s)	alone and together might take to solve local, regional, or		
and inquiry.		global problems, referencing appropriate social studies		
		concepts and content to predict possible results of		
		suggested actions.		
		Possible examples include:		
		• Presentations to classmates, teachers, or invited		
		 guests Maps, charts, posters, and other visuals 		
		 Maps, charts, posters, and other visuals Reports and argumentative or informative essays 		
		 Suggesting possible responses to the movement of 		
		migrants and refugees in the world region of		
		choice (perhaps leading to taking informed		
		action)		
		Indicators (K-12 Pathways)		
<u>C3 Indicator</u>		icator Description (Delete any not used)		
D1.1.3-5.	• Explain why compelling questions are important to others (e.g., peers, adults).			
D1.2.3-5.	• Identify disciplinary concepts and ideas associated with a compelling question that are			
D1225	open to different interpretations.			
D1.3.3-5.	• Identify the disciplinary concepts and ideas associated with a supporting question that are			
D1 4 2 5	open to interpretation.			
D1.4.3-5.	Explain how supporting questions help answer compelling questions in an inquiry.			
D1.5.3-5.	• Determine the kinds of sources that will be helpful in answering compelling and			
	supporting questions, taking into consideration the different opinions people have about			
D2.Civ.1.3-5.	 how to answer the questions. Distinguish the responsibilities and powers of government officials at various levels and 			
172.UIV.I.J ⁻ J.	• Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places			
D2.Civ.2.3-5.	branches of government and in different times and places.2.Civ.2.3-5.• Explain how a democracy relies on people's responsible participation, and draw			
<i>D</i> 2.017.2. <i>J</i> ⁻ <i>J</i> .	implications for how individuals should participate.			
D2.Civ.3.3-5.	 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. 			
D2.CIV.J.J-J.	- Examine the origins and pt	inposes of rules, laws, and key 0.5. constitutional provisions.		

D2.Civ.4.3-5.	• Explain how groups of people make rules to create responsibilities and protect freedoms.		
D2.Civ.5.3-5.	• Explain the origins, functions, and structure of different systems of government, including		
	those created by the U.S. and state constitutions.		
D2.Civ.6.3-5.	• Describe ways in which people benefit from and are challenged by working together,		
	including through government, work- places, voluntary organizations, and families.		
D2.Civ.7.3-5.	Apply civic virtues and democratic principles in school settings.		
D2.Civ.8.3-5.	• Identify core civic virtues and democratic principles that guide government, society, and		
	communities.		
D2.Civ.9.3-5.	• Use deliberative processes when making decisions or reaching judgments as a group.		
D2.Civ.10.3-5.	• Identify the beliefs, experiences, perspectives, and values that underlie their own and		
	others' points of view about civic issues.		
D2.Civ.11.3-5.	• Compare procedures for making decisions in a variety of settings, including classroom,		
	school, government, and/or society.		
D2.Civ.12.3-5.	• Explain how rules and laws change society and how people change rules and laws.		
D2.Civ.13.3-5.	Explain how policies are developed to address public problems.		
D2.Civ.14.3-5.	Illustrate historical and contemporary means of changing society.		
D2.Eco.1.3-5.	Compare the benefits and costs of individual choices.		
D2.Eco.2.3-5.	• Identify positive and negative incentives that influence the decisions people make.		
D2.Eco.3.3-5.	• Identify examples of the variety of resources (human capital, physical capital, and natural		
	resources) that are used to produce goods and services.		
D2.Eco.4.3-5.	• Explain why individuals and businesses specialize and trade.		
D2.Eco.5.3-5.	• Explain the role of money in making exchange easier.		
D2.Eco.6.3-5.	• Explain the relationship between investment in human capital, productivity, and future		
	incomes.		
D2.Eco.7.3-5.	• Explain how profits influence sellers in markets.		
D2.Eco.8.3-5.	Identify examples of external benefits and costs.		
D2.Eco.9.3-5.	Describe the role of other financial institutions in an economy.		
D2.Eco.10.3-5.	Explain what interest rates are.		
D2.Eco.11.3-5.	• Explain the meaning of inflation, deflation, and unemployment.		
D2.Eco.12.3-5.	• Explain the ways in which the government pays for the goods and services it provides.		
D2.Eco.13.3-5.	 Describe ways people can increase productivity by using improved capital goods and 		
	improving their human capital.		
D2.Eco.14.3-5.	 Explain how trade leads to increasing economic interdependence among nations. 		
D2.Eco.15.3-5.	• Explain the effects of increasing economic interdependence on different groups within		
	participating nations.		
D2.Geo.1.3-5.	 Construct maps and other graphic representations of both familiar and unfamiliar places. 		
D2.Geo.2.3-5.	• Use maps, satellite images, photographs, and other representations to explain relationships		
	between the locations of places and regions and their environmental characteristics.		
D2.Geo.3.3-5.	• Use maps of different scales to describe the locations of cultural and environmental		
	characteristics.		
D2.Geo.4.3-5.	• Explain how culture influences the way people modify and adapt to their environments.		
D2.Geo.5.3-5.	• Explain how the cultural and environmental characteristics of places change over time.		
D2.Geo.6.3-5.	Describe how environmental and cultural characteristics influence population distribution		
	in specific places or regions.		
D2.Geo.7.3-5.	• Explain how cultural and environmental characteristics affect the distribution and		
	movement of people, goods, and ideas.		
D2.Geo.8.3-5.	• Explain how human settlements and movements relate to the locations and use of various		
	natural resources.		
D2.Geo.9.3-5.	Analyze the effects of catastrophic environmental and technological events on human		
	settlements and migration.		
D2.Geo.10.3-5.	• Explain why environmental characteristics vary among different world regions.		
D2.Geo.10.3-5. D2.Geo.11.3-5.	 Explain why environmental characteristics vary among different world regions. Describe how the spatial patterns of economic activities in a place change over time 		

D2.Geo.12.3-5.	• Explain ho	w natural and human-made catastrophic events in	n one place affect people living	
	in other pl	aces.		
D2.His.1.3-5.		l use a chronological sequence of related events to	o compare developments that	
D2.His.2.3-5.	* *	ed at the same time.		
D2.His.3.3-5.	· · · · ·	ife in specific historical time periods to life today		
	• Generate questions about individuals and groups who have shaped significant historical changes and continuities.			
D2.His.4.3-5.	• Explain why individuals and groups during the same historical period differed in their perspectives.			
D2.His.5.3-5.	Explain co	nnections among historical contexts and people's	s perspectives at the time.	
D2.His.6.3-5.	• Describe h	ow people's perspectives shaped the historical so	ources they created.	
D2.His.9.3-5.	• Summariz	e how different kinds of historical sources are use	ed to explain events in the past.	
D2.His.10.3-5.	• Compare	nformation provided by different historical sourc	es about the past.	
D2.His.11.3-5.	• Infer the in source itse	ntended audience and purpose of a historical sour lf.	ce from information within the	
D2.His.12.3-5.	 Generate questions about multiple historical sources and their relationships to particular historical events and developments. 			
D2.His.13.3-5.		nation about a historical source, including the ma		
		udience, and purpose to judge the extent to which	n the source is useful for	
DAV: 440.40		particular topic.		
D2.His.14.9-12		obable causes and effects of events and developm	nents.	
D2.His.16.3-5.		nce to develop a claim about the past.		
D2.His.17.3-5.		e the central claim in a secondary work of history		
D3.1.3-5.		evant information from multiple sources while us guide the selection.	ing the origin, structure, and	
D3.2.3-5.	• Use distin	ctions among fact and opinion to determine the cr	redibility of multiple sources.	
D3.3.3-5.	• Identify evidence that draws information from multiple sources in response to compelling questions.			
D3.4.3-5.	• Use evide	nce to develop claims in response to compelling c	juestions.	
D4.1.3-5.		arguments using claims and evidence from multi	*	
D4.2.3-5.	 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 			
D4.3.3-5.	 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). 			
D4.4.3-5.	Critique as	guments.		
D4.5.3-5.	Critique es	xplanations.		
D4.6.3-5.	• Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.			
D4.7.3-5.	 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. 			
D4.8.3-5.	 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools. 			
Common Core Sta	*			
C3 Dimer	0	<u>Common Core ELA Anchor Standards</u>	Shared Language	
Dimension 1: Developing		Anchor Reading Standard 1	Questioning, Argument,	
Questions and Planning Inquiries		Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Explanation, Point of View	
Dimension 2: Applying Disciplinary Concepts		Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning	

Dimension 3: Evaluating Sources	Anchor Reading Standards 1-10	Argument, Sources,				
and Using Evidence	Anchor Writing Standards, 1, 2, 7-10	Evidence, Claims,				
	Anchor Speaking and Listening Standard 1	Counterclaims, Gather				
Dimension 4: Communicating	Anchor Reading Standard 1	Argument, Explanation,				
Conclusions and Taking	Anchor Writing Standards 1-8	Sources, Evidence, Claims,				
Informed Action	Anchor Speaking and Listening Standards 1-6	Counterclaims,				
		Visually/Visualize,				
		Credibility				
Interdisciplinary Connections						
Standard x.x						
CPI # Cumulative P	rogress Indicator (CPI)					
	ons are discovered during the pilot process. If any	are known, feel free to fill				
	NJCCCS can be added during the year.					
Integration of Technology	U					
Standard x.x						
	rogress Indicator (CPI)					
	s currently under revision, as is ours.					
	currently under revision, us is ours.					
	Instructional Focus					
Enduring Understanding(s)						
	nd internally displaced persons is currently at one of	of the highest levels in human				
history.	a memany aspraced persons is carrently at one of					
-						
	splaced persons face humanitarian issues of health	, security, nomelessness, and				
economic and educational	**					
Destination countries often	n face overwhelming issues resulting from the influ	ax of displaced persons.				
• The problem of refugees a	nd internally displaced persons raises issues of just	tice, fairness, and economic				
and political stability in re	gions of the world.					
	-					
Essential Questions						
• What causes the movement	t of people, goods, and ideas?					
• What is the best way to es	tablish a secure future for humankind?					
Themes						
Identity						
• Work, exchange, and tech	nology					
• Peopling						
• Environment and geograph	ny — physical and human					
• Ideas, beliefs, and culture	5 1 5					
Suggested Inquiries:						
	priate and just response to the humanitarian crisis a	ifflicting refugees and				
	ns? How can students individually and collectively	6 6				
improve the conditions for		Ĩ				
	Evidence of Learning (Assessments – parenthetical notes reference competencies)					
Maps and visual presentations (Collaboration, Communication, Research, Self and Global Awareness)						
 Essays and arguments (Communication, Research, Problem Solving, Self and Global Awareness) 						
 Proposals for informed action (All) 						
Objectives						
Students will know or learn:						
 The extent of the current humanitarian crisis afflicting refugees and internally displaced persons. 						
• The role of national and international agencies and NGOs in addressing the problem of refugees and						
internally displaced persons.						

Students will be able to:

- Use maps and other geospatial tools to visually express their understanding of the causes and possible solutions to the humanitarian crisis affecting displaced persons.
- Construct and explain a position and proposed solution regarding the inquiry question.
- Critique solutions to inquiries.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Use of common writing rubrics
- Writing assignments linked to ongoing ELA writing instruction.
- Argumentative and informative writing assignments

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

District-wide Resources

- Global Issues (National Geographic)
- Reading Expeditions World Regions (National Geographic)
- Reading Expeditions World Cultures (National Geographic)
- Rand McNally Classroom Atlas

Other Suggested Resources

- Rand McNally Digital World Atlas
- Mapline