



Nutley Public Schools

Social Studies Grade Five

Unit #: 1	
Unit Title: United States and Canada	
Summary and Rationale	
<p>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.</p> <p>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.</p>	
Recommended Pacing	
Approximately 9 Days	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
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	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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)
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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)
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
D1.1.3-5.	<ul style="list-style-type: none"> • Explain why compelling questions are important to others (e.g., peers, adults).

D1.2.3-5.	<ul style="list-style-type: none"> Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
D1.3.3-5.	<ul style="list-style-type: none"> Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
D1.4.3-5.	<ul style="list-style-type: none"> Explain how supporting questions help answer compelling questions in an inquiry.
D1.5.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
D2.Civ.3.3-5.	<ul style="list-style-type: none"> Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
D2.Civ.4.3-5.	<ul style="list-style-type: none"> Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	<ul style="list-style-type: none"> Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	<ul style="list-style-type: none"> Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	<ul style="list-style-type: none"> Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	<ul style="list-style-type: none"> Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> Explain what interest rates are.
D2.Eco.11.3-5.	<ul style="list-style-type: none"> Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	<ul style="list-style-type: none"> Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> Describe ways people can increase productivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Use maps of different scales to describe the locations of cultural and environmental characteristics.

D2.Geo.4.3-5.	<ul style="list-style-type: none"> Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	<ul style="list-style-type: none"> Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	<ul style="list-style-type: none"> Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	<ul style="list-style-type: none"> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	<ul style="list-style-type: none"> Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	<ul style="list-style-type: none"> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	<ul style="list-style-type: none"> Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Explain how natural and human-made catastrophic events in one place affect people living in other places.
D2.His.1.3-5.	<ul style="list-style-type: none"> Create and use a chronological sequence of related events to compare developments that happened at the same time.
D2.His.2.3-5.	<ul style="list-style-type: none"> Compare life in specific historical time periods to life today.
D2.His.3.3-5.	<ul style="list-style-type: none"> Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	<ul style="list-style-type: none"> Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	<ul style="list-style-type: none"> Explain connections among historical contexts and people's perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> Describe how people's perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, 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 and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections 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 Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)

- The United States of America and Canada comprise the major portion of North America
- The United States and Canada are among the world’s largest nations in land area, and the diverse physical geography and settlement patterns create multiple sub-regions.
- The United States and Canada face environmental challenges as a result of previous efforts to alter the environment.
- The United States and Canada are prosperous nations with a high standard of living, and are desired destinations for migrants and refugees.
- Virtually unknown to nations outside the region, the United States and Canada were the setting for numerous journeys of exploration.

Essential Questions

- What defines a region? Is it accurate to speak of regions in an era of globalization and the Internet?
- Is geography destiny, or in other words, what is more important, physical geography or human choices and actions?
- To what extent should humans alter their environment to fit their needs.
- What causes the movement of people, goods, and ideas?
- 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 for humankind?

- Is increased urbanization desirable?
- How can the world reduce its reliance on fossil fuels?

Themes

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

Suggested 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?

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:

- 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.

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



Nutley Public Schools

Social Studies Grade Five

Unit #: 2	
Unit Title: Latin America	
Summary and Rationale	
<p>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.</p> <p>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.</p>	
Recommended Pacing	
Approximately 11 Days	
Standards	
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<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	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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)
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
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D2.Eco.6.3-5.	<ul style="list-style-type: none"> Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> Explain what interest rates are.
D2.Eco.11.3-5.	<ul style="list-style-type: none"> Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	<ul style="list-style-type: none"> Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> Describe ways people can increase productivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Use maps of different scales to describe the locations of cultural and environmental characteristics.
D2.Geo.4.3-5.	<ul style="list-style-type: none"> Explain how culture influences the way people modify and adapt to their environments.

D2.Geo.5.3-5.	<ul style="list-style-type: none"> • Explain how the cultural and environmental characteristics of places change over time.
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D2.His.14.9-12	<ul style="list-style-type: none"> • Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> • Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> • Summarize the central claim in a secondary work of history.
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D3.4.3-5.	<ul style="list-style-type: none"> • Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> • Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> • Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Critique arguments.
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	alone and together to address local, regional, and global problems, and predict possible results of their actions.
D4.8.3-5.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment

<u>C3 Dimension</u>	<u>Common Core ELA Anchor Standards</u>	<u>Shared Language</u>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, 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 and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections 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 Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)

- Latin America is a region spanning two continents with multiple languages and cultures.
- Latin America can be divided into multiple sub-regions
- Latin America is challenged by environmental challenges resulting from centuries of human-environment interactions.
- Latin America is confronted by problems of movement of peoples and internally displaced persons resulting from a variety of causes.
- Latin America owes its cultural diversity in part to the journeys and conquests of predominately Spanish and Portuguese explorers over several centuries, resulting in cultural exchanges that transformed the region and the world.
- The conquistadores extended Spanish influence throughout most of Latin America, often resulting in the destruction or subjugation of native populations.

Essential Questions

- What defines a region? Is it accurate to speak of regions in an era of globalization and the Internet?
- Is geography destiny, or in other words, what is more important, physical geography or human choices and actions?
- To what extent should humans alter their environment to fit their needs?
- What causes the movement of people, goods, and ideas?
- 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 for humankind?
- 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
- 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

Other Suggested Resources

- Rand McNally Digital World Atlas
- Mapline



Nutley Public Schools

Social Studies Grade Five

Unit #: 3	
Unit Title: East Asia	
Summary and Rationale	
<p>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.</p> <p>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.</p>	
Recommended Pacing	
Approximately 8 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.
6.3.8.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	
<i>Dimension 1 –Developing Questions and Planning</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>

<i>Inquiries</i>	
<p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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)
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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)
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
D1.1.3-5.	<ul style="list-style-type: none"> • Explain why compelling questions are important to others (e.g., peers, adults).
D1.2.3-5.	<ul style="list-style-type: none"> • Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
D1.3.3-5.	<ul style="list-style-type: none"> • Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
D1.4.3-5.	<ul style="list-style-type: none"> • Explain how supporting questions help answer compelling questions in an inquiry.

D1.5.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
D2.Civ.3.3-5.	<ul style="list-style-type: none"> Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
D2.Civ.4.3-5.	<ul style="list-style-type: none"> Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	<ul style="list-style-type: none"> Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	<ul style="list-style-type: none"> Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	<ul style="list-style-type: none"> Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Explain why individuals and businesses specialize and trade.
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Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<p style="color: red;">This can be completed as connections 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.</p>		
Integration of Technology		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"> East Asia is a region of the continent of Asia with multiple ethnic groups and languages sharing some cultural characteristics resulting from long exposure to the Chinese cultural sphere. Despite being historically part of the Chinese cultural sphere, each nation has retained unique native cultural traits. East Asia is one of the world's most densely populated regions, containing over a fifth of the global population. East Asia's large population has resulted in environmental challenges and problems. Rapid urbanization has created strains on the infrastructure of several East Asian nations. East Asia has been both the source and goal of journeys of exploration, examples being Zheng He and Marco Polo. 		
Essential Questions		
<ul style="list-style-type: none"> What defines a region? Is it accurate to speak of regions in an era of globalization 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		
<ul style="list-style-type: none"> Identity Work, exchange, and technology Peopling Environment and geography — physical and human Ideas, beliefs, and culture 		

Suggested Inquiries:
<ul style="list-style-type: none"> • 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)
<ul style="list-style-type: none"> • 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
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • 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. <p>Students will be able to:</p> <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Use of common writing rubrics • Writing assignments linked to ongoing ELA writing instruction. • Argumentative and informative writing assignments
Competencies
<ul style="list-style-type: none"> • Collaboration: all • Communication: all • Research: all • Problem Solving: all • Self and Global Awareness: Personal Management, Social Responsibility, Determination
Suggested Resources
<p><u>District-wide Resources</u></p> <ul style="list-style-type: none"> • Global Issues (National Geographic) • Reading Expeditions – World Regions (National Geographic) • Reading Expeditions – World Cultures (National Geographic) • Rand McNally Classroom Atlas <p><u>Other Suggested Resources</u></p> <ul style="list-style-type: none"> • Rand McNally Digital World Atlas • Mapline



Nutley Public Schools

Social Studies 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 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.
6.3.8.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	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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)
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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)
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u><i>C3 Indicator</i></u>	<u><i>C3 Indicator Description (Delete any not used)</i></u>
D1.1.3-5.	<ul style="list-style-type: none"> • Explain why compelling questions are important to others (e.g., peers, adults).
D1.2.3-5.	<ul style="list-style-type: none"> • Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
D1.3.3-5.	<ul style="list-style-type: none"> • Identify the disciplinary concepts and ideas associated with a supporting question that are

	open to interpretation.
D1.4.3-5.	<ul style="list-style-type: none"> • Explain how supporting questions help answer compelling questions in an inquiry.
D1.5.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
D2.Civ.3.3-5.	<ul style="list-style-type: none"> • Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
D2.Civ.4.3-5.	<ul style="list-style-type: none"> • Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	<ul style="list-style-type: none"> • Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	<ul style="list-style-type: none"> • Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	<ul style="list-style-type: none"> • Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> • Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> • Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> • Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> • Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> • Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> • Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	<ul style="list-style-type: none"> • Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> • Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> • Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> • Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> • Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> • Explain what interest rates are.
D2.Eco.11.3-5.	<ul style="list-style-type: none"> • Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	<ul style="list-style-type: none"> • Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> • Describe ways people can increase productivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> • Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> • Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> • Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Use maps of different scales to describe the locations of cultural and environmental characteristics.
D2.Geo.4.3-5.	<ul style="list-style-type: none"> • Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	<ul style="list-style-type: none"> • Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	<ul style="list-style-type: none"> • Describe how environmental and cultural characteristics influence population distribution

	in specific places or regions.
D2.Geo.7.3-5.	<ul style="list-style-type: none"> • Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	<ul style="list-style-type: none"> • Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	<ul style="list-style-type: none"> • Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	<ul style="list-style-type: none"> • Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Explain how natural and human-made catastrophic events in one place affect people living in other places.
D2.His.1.3-5.	<ul style="list-style-type: none"> • Create and use a chronological sequence of related events to compare developments that happened at the same time.
D2.His.2.3-5.	<ul style="list-style-type: none"> • Compare life in specific historical time periods to life today.
D2.His.3.3-5.	<ul style="list-style-type: none"> • Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	<ul style="list-style-type: none"> • Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	<ul style="list-style-type: none"> • Explain connections among historical contexts and people's perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> • Describe how people's perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> • Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> • Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> • Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> • Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> • Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> • Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> • Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> • Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> • Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> • Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> • Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> • Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.
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Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, 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 and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections 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 Progress Indicator (CPI)

Leave blank, this curriculum is currently under revision, as is ours.

Instructional Focus

Enduring Understanding(s)

- South and Southeast Asia are regions with multiple languages and cultures, which sometimes lead to sectarian conflict.
- India is the world’s most populous democracy, and struggles to address its economic, sectarian, and environmental issues via democratic institutions and processes.
- Southeast Asia is home to some of the world’s fastest growing economies, and this prosperity has led to increased demands by the population for greater political participation.
- Population pressures in South and Southeast Asia have created severe environmental challenges and problems connected to rapid urbanization.
- South and Southeast Asia were the destination of multiple explorers seeking spices and riches over several centuries, resulting in cultural exchanges that transformed the world.

Essential Questions

- What defines a region? Is it accurate to speak of regions in an era of globalization and the Internet?
- What causes the movement of people, goods, and ideas?
- Is increased urbanization desirable?
- How should South and Southeast Asia address the problems of rapid urbanization and unequal standards of living?
- What are human rights and how can they best be protected?
- What is the best way to educate children for a future global society?
- How can countries best balance economic development, use of resources, and 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

Other Suggested Resources

- Rand McNally Digital World Atlas
- Mapline



Nutley Public Schools

Social Studies Course Name

Unit #: 5	
Unit Title: Sub-Saharan Africa	
Summary and Rationale	
<p>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.</p> <p>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.</p>	
Recommended Pacing	
Approximately 9 Days	
Standards	
NJ Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
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	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>

<p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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)
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<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
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<p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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).
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C3 Framework Indicators (K-12 Pathways)

<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
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D2.His.4.3-5.	<ul style="list-style-type: none"> Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	<ul style="list-style-type: none"> Explain connections among historical contexts and people’s perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> Describe how people’s perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
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 and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections 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 Progress Indicator (CPI)

- **Leave blank, this curriculum is currently under revision, as is ours.**

Instructional Focus

Enduring Understanding(s)

- Sub-Saharan Africa is the largest part of a vast continent with multiple languages and cultures.
- The African Union is an attempt to coordinate African political responses to regional issues.
- Sub-Saharan is confronted with serious environmental, economic, political, and humanitarian issues that are the catalyst for the movement of migrants and refugees from the region.
- Sub-Saharan Africa is home to modern cities that confront environmental and quality of life issues similar to those faced in other regions.
- Africa was the destination for European explorers, leading to a period of colonization that still has serious consequences for African nations today.

Essential Questions

- What defines a region? Is it accurate to speak of regions in an era of globalization 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?
- 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?
- Is Sub-Saharan Africa one region or many?
 - Supporting question: what factors encourage the unity of Sub-Saharan Africa?
 - Supporting question: what factors encourage the fragmentation of Sub-Saharan Africa?

- 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

Other Suggested Resources

- Rand McNally Digital World Atlas
- Mapline



Nutley Public Schools

Social Studies

Course Name

Unit #: 6	
Unit Title: Southwest Asia and the Maghreb	
Summary and Rationale	
<p>Southwest Asia is one of the most volatile regions studied during the year. Comprising what is commonly referred to as the Middle 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.</p> <p>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.</p>	
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.
6.3.8.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	
<i>Dimension 1 –Developing Questions and Planning</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>

<i>Inquiries</i>	
<p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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)
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
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D2.His.3.3-5.	<ul style="list-style-type: none"> Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	<ul style="list-style-type: none"> Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	<ul style="list-style-type: none"> Explain connections among historical contexts and people’s perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> Describe how people’s perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, 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 and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections 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 Progress Indicator (CPI)	
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"> Southwest Asia and the Maghreb is a diverse region divided by ethnic and sectarian loyalties, leading to numerous violent conflicts. The conflicts affecting Southwest Asia and the Maghreb have led to a flow of refugees and a humanitarian crisis. Southwest Asia and the Maghreb face population pressures and environmental challenges. Southwest Asia and the Maghreb faces challenges regarding urbanization similar to other regions of the world. Southwest Asia and the Maghreb have a complex relationship with fossil fuels, facing environmental challenges but also profiting from the sale of these fuels. Explorers travelling through Southwest Asia and the Maghreb initiated contacts between regions, resulting in cultural exchanges that transformed the world. 		
Essential Questions		
<ul style="list-style-type: none"> What defines a region? Is it accurate to speak of regions in an era of globalization 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		
<ul style="list-style-type: none"> Identity Work, exchange, and technology Peopling Environment and geography — physical and human 		

- Ideas, beliefs, and culture

Suggested Inquiries:

- Should governments support explorers?
- Is Southwest Asia and the Maghreb one region or many?
 - Supporting question: what factors encourage the unity of Southwest Asia and the Maghreb?
 - Supporting question: what factors encourage the fragmentation of Southwest Asia and the Maghreb?
- What are the sources of violent conflict in Southwest Asia and the Maghreb?
- How should Southwest Asia and the Maghreb respond to the emigration of migrants and refugees?
- How can Southwest Asia and the Maghreb create cities that ensure a healthy environment and a decent standard of living?
- How can the nations of Southwest Asia and the Maghreb ensure a healthy and sustainable environment for their citizens?
- How can the nations of Southwest Asia and the Maghreb 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:

- Explorers travelling through Southwest Asia and the Maghreb initiated contacts between regions, resulting in cultural exchanges that transformed the world.
- Southwest Asia and the Maghreb is a diverse region divided by ethnic and sectarian loyalties, leading to numerous violent conflicts. Sectarian 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.
- Southwest Asia and the Maghreb face population pressures and environmental challenges.
- Southwest Asia and the Maghreb faces challenges regarding urbanization similar to other regions of the world.
- Southwest Asia and the Maghreb have a complex relationship with fossil fuels, facing environmental challenges but also profiting from the sale of these fuels.

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



Nutley Public Schools

Social Studies Grade Five

Unit #: 7	
Unit Title: Europe and Russia	
Summary and Rationale	
<p>Europe and Russia play an 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 is 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 both European and Asian, and its position and role in both regional and global affairs is currently the source of conflict.</p> <p>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.</p>	
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 Columbian 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 in 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	
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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)
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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)
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>

D1.1.3-5.	<ul style="list-style-type: none"> • Explain why compelling questions are important to others (e.g., peers, adults).
D1.2.3-5.	<ul style="list-style-type: none"> • Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
D1.3.3-5.	<ul style="list-style-type: none"> • Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
D1.4.3-5.	<ul style="list-style-type: none"> • Explain how supporting questions help answer compelling questions in an inquiry.
D1.5.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
D2.Civ.3.3-5.	<ul style="list-style-type: none"> • Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
D2.Civ.4.3-5.	<ul style="list-style-type: none"> • Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	<ul style="list-style-type: none"> • Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	<ul style="list-style-type: none"> • Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	<ul style="list-style-type: none"> • Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> • Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> • Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> • Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> • Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> • Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> • Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	<ul style="list-style-type: none"> • Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> • Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> • Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> • Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> • Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> • Explain what interest rates are.
D2.Eco.11.3-5.	<ul style="list-style-type: none"> • Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	<ul style="list-style-type: none"> • Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> • Describe ways people can increase productivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> • Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> • Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> • Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Use maps of different scales to describe the locations of cultural and environmental

	characteristics.
D2.Geo.4.3-5.	<ul style="list-style-type: none"> • Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	<ul style="list-style-type: none"> • Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	<ul style="list-style-type: none"> • Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	<ul style="list-style-type: none"> • Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	<ul style="list-style-type: none"> • Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	<ul style="list-style-type: none"> • Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	<ul style="list-style-type: none"> • Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Explain how natural and human-made catastrophic events in one place affect people living in other places.
D2.His.1.3-5.	<ul style="list-style-type: none"> • Create and use a chronological sequence of related events to compare developments that happened at the same time.
D2.His.2.3-5.	<ul style="list-style-type: none"> • Compare life in specific historical time periods to life today.
D2.His.3.3-5.	<ul style="list-style-type: none"> • Generate questions about individuals and groups who have shaped significant historical changes and continuities.
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D2.His.17.3-5.	<ul style="list-style-type: none"> • Summarize the central claim in a secondary work of history.
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D3.2.3-5.	<ul style="list-style-type: none"> • Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> • Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> • Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> • Construct arguments using claims and evidence from multiple sources.
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D4.3.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> • Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment

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Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJSLs can be added during the year.

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

- Leave blank, this curriculum is currently under revision, as is ours.*

Instructional Focus

Enduring Understanding(s)

- Europe is a continent with multiple languages and cultures.
- The European Union is an attempt to unify Europe into a single economic market, with political consequences.
- Europe is faced with a crisis regarding an influx of migrants and refugees from regions outside of Europe.
- Russia is a vast and diverse country straddling the physical and cultural boundaries of Europe and Asia.
- Europe sponsored multiple explorers over several centuries, resulting in cultural exchanges that transformed the world.

Essential Questions

- What defines a region? Is it accurate to speak of regions in an era of globalization and the Internet?
- What causes the movement of people, goods, and ideas?
- How should Europe respond to the influx of migrants and refugees?
- What is the proper response when two cultures meet, and potentially clash?
- Can Russia become part of the European community of nations?
- Should governments fund and support exploration?
- Is increased urbanization desirable?

Themes

- Identity
- Work, exchange, and technology

- Peopling
- 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



Nutley Public Schools

Social Studies Grade Five

Unit #: 8	
Unit Title: Capstone Project	
Summary and Rationale	
<p>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.</p>	
Recommended Pacing	
Approximately 8 Days	
Standards	
NJ Student Learning Standards	
<u>CPI</u>	<u>CPI Description</u>
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	
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
Students will: <ul style="list-style-type: none"> • 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 	Students will: <ul style="list-style-type: none"> • 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)

<p>questions.</p> <ul style="list-style-type: none"> Explain why different people may have different perspectives regarding the essential inquiry question, the supporting question, and the concepts, ideas and sources. 	<ul style="list-style-type: none"> 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)
<p><i>Dimension 3 – Evaluating Sources and Using Evidence</i></p>	<p><i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i></p>
<p>Students will:</p> <ul style="list-style-type: none"> 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. 	<p>Students will:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 in the world region of choice (perhaps leading to taking informed action)
<p><i>C3 Framework Indicators (K-12 Pathways)</i></p>	
<p><u><i>C3 Indicator</i></u></p>	<p><u><i>C3 Indicator Description (Delete any not used)</i></u></p>
<p>D1.1.3-5.</p>	<ul style="list-style-type: none"> Explain why compelling questions are important to others (e.g., peers, adults).
<p>D1.2.3-5.</p>	<ul style="list-style-type: none"> Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
<p>D1.3.3-5.</p>	<ul style="list-style-type: none"> Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
<p>D1.4.3-5.</p>	<ul style="list-style-type: none"> Explain how supporting questions help answer compelling questions in an inquiry.
<p>D1.5.3-5.</p>	<ul style="list-style-type: none"> 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.
<p>D2.Civ.1.3-5.</p>	<ul style="list-style-type: none"> Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
<p>D2.Civ.2.3-5.</p>	<ul style="list-style-type: none"> Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
<p>D2.Civ.3.3-5.</p>	<ul style="list-style-type: none"> Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.

D2.Civ.4.3-5.	<ul style="list-style-type: none"> Explain how groups of people make rules to create responsibilities and protect freedoms.
D2.Civ.5.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles in school settings.
D2.Civ.8.3-5.	<ul style="list-style-type: none"> Identify core civic virtues and democratic principles that guide government, society, and communities.
D2.Civ.9.3-5.	<ul style="list-style-type: none"> Use deliberative processes when making decisions or reaching judgments as a group.
D2.Civ.10.3-5.	<ul style="list-style-type: none"> Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
D2.Civ.11.3-5.	<ul style="list-style-type: none"> Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
D2.Civ.12.3-5.	<ul style="list-style-type: none"> Explain how rules and laws change society and how people change rules and laws.
D2.Civ.13.3-5.	<ul style="list-style-type: none"> Explain how policies are developed to address public problems.
D2.Civ.14.3-5.	<ul style="list-style-type: none"> Illustrate historical and contemporary means of changing society.
D2.Eco.1.3-5.	<ul style="list-style-type: none"> Compare the benefits and costs of individual choices.
D2.Eco.2.3-5.	<ul style="list-style-type: none"> Identify positive and negative incentives that influence the decisions people make.
D2.Eco.3.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Explain why individuals and businesses specialize and trade.
D2.Eco.5.3-5.	<ul style="list-style-type: none"> Explain the role of money in making exchange easier.
D2.Eco.6.3-5.	<ul style="list-style-type: none"> Explain the relationship between investment in human capital, productivity, and future incomes.
D2.Eco.7.3-5.	<ul style="list-style-type: none"> Explain how profits influence sellers in markets.
D2.Eco.8.3-5.	<ul style="list-style-type: none"> Identify examples of external benefits and costs.
D2.Eco.9.3-5.	<ul style="list-style-type: none"> Describe the role of other financial institutions in an economy.
D2.Eco.10.3-5.	<ul style="list-style-type: none"> Explain what interest rates are.
D2.Eco.11.3-5.	<ul style="list-style-type: none"> Explain the meaning of inflation, deflation, and unemployment.
D2.Eco.12.3-5.	<ul style="list-style-type: none"> Explain the ways in which the government pays for the goods and services it provides.
D2.Eco.13.3-5.	<ul style="list-style-type: none"> Describe ways people can increase productivity by using improved capital goods and improving their human capital.
D2.Eco.14.3-5.	<ul style="list-style-type: none"> Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5.	<ul style="list-style-type: none"> Explain the effects of increasing economic interdependence on different groups within participating nations.
D2.Geo.1.3-5.	<ul style="list-style-type: none"> Construct maps and other graphic representations of both familiar and unfamiliar places.
D2.Geo.2.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Use maps of different scales to describe the locations of cultural and environmental characteristics.
D2.Geo.4.3-5.	<ul style="list-style-type: none"> Explain how culture influences the way people modify and adapt to their environments.
D2.Geo.5.3-5.	<ul style="list-style-type: none"> Explain how the cultural and environmental characteristics of places change over time.
D2.Geo.6.3-5.	<ul style="list-style-type: none"> Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
D2.Geo.7.3-5.	<ul style="list-style-type: none"> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
D2.Geo.8.3-5.	<ul style="list-style-type: none"> Explain how human settlements and movements relate to the locations and use of various natural resources.
D2.Geo.9.3-5.	<ul style="list-style-type: none"> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
D2.Geo.10.3-5.	<ul style="list-style-type: none"> Explain why environmental characteristics vary among different world regions.
D2.Geo.11.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Explain how natural and human-made catastrophic events in one place affect people living in other places.
D2.His.1.3-5.	<ul style="list-style-type: none"> Create and use a chronological sequence of related events to compare developments that happened at the same time.
D2.His.2.3-5.	<ul style="list-style-type: none"> Compare life in specific historical time periods to life today.
D2.His.3.3-5.	<ul style="list-style-type: none"> Generate questions about individuals and groups who have shaped significant historical changes and continuities.
D2.His.4.3-5.	<ul style="list-style-type: none"> Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5.	<ul style="list-style-type: none"> Explain connections among historical contexts and people’s perspectives at the time.
D2.His.6.3-5.	<ul style="list-style-type: none"> Describe how people’s perspectives shaped the historical sources they created.
D2.His.9.3-5.	<ul style="list-style-type: none"> Summarize how different kinds of historical sources are used to explain events in the past.
D2.His.10.3-5.	<ul style="list-style-type: none"> Compare information provided by different historical sources about the past.
D2.His.11.3-5.	<ul style="list-style-type: none"> Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5.	<ul style="list-style-type: none"> Generate questions about multiple historical sources and their relationships to particular historical events and developments.
D2.His.13.3-5.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explain probable causes and effects of events and developments.
D2.His.16.3-5.	<ul style="list-style-type: none"> Use evidence to develop a claim about the past.
D2.His.17.3-5.	<ul style="list-style-type: none"> Summarize the central claim in a secondary work of history.
D3.1.3-5.	<ul style="list-style-type: none"> Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.2.3-5.	<ul style="list-style-type: none"> Use distinctions among fact and opinion to determine the credibility of multiple sources.
D3.3.3-5.	<ul style="list-style-type: none"> Identify evidence that draws information from multiple sources in response to compelling questions.
D3.4.3-5.	<ul style="list-style-type: none"> Use evidence to develop claims in response to compelling questions.
D4.1.3-5.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources.
D4.2.3-5.	<ul style="list-style-type: none"> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
D4.3.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Critique arguments.
D4.5.3-5.	<ul style="list-style-type: none"> Critique explanations.
D4.6.3-5.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, 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 and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections 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 Progress Indicator (CPI)	
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"> The number of refugees and internally displaced persons is currently at one of the highest levels in human history. Refugees and internally displaced persons face humanitarian issues of health, security, homelessness, and economic and educational opportunities. Destination countries often face overwhelming issues resulting from the influx of displaced persons. The problem of refugees and internally displaced persons raises issues of justice, fairness, and economic and political stability in regions of the world. 		
Essential Questions		
<ul style="list-style-type: none"> What causes the movement of people, goods, and ideas? What is the best way to establish a secure future for humankind? 		
Themes		
<ul style="list-style-type: none"> Identity Work, exchange, and technology Peopling Environment and geography — physical and human Ideas, beliefs, and culture 		
Suggested Inquiries:		
<ul style="list-style-type: none"> What should be the appropriate and just response to the humanitarian crisis afflicting refugees and internally displaced persons? How can students individually and collectively take informed action to help improve the conditions for displaced persons? 		
Evidence of Learning (Assessments – parenthetical notes reference competencies)		
<ul style="list-style-type: none"> 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:		
<ul style="list-style-type: none"> The extent of the current humanitarian crisis afflicting refugees and internally displaced persons. The specific causes of displacement, and the problems confronting 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
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