

**New Jersey Department of Education
2006 Social Studies Standards Implementation Guide (SIG)**

6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.

Grades K-2

6.4.2.A. Family and Community Life

1. Recognize change and continuity in their lives.
3. Compare family life today with long ago.
4. Tell about their family heritage using stories, songs, and drawings.



Author Information

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Framework97 References

Compare and Contrast similarities in daily life over time, pp. 165-167

Describe ways that family members, teachers and community groups influence students' daily lives, pp. 201-202

Use mental maps to identify the locations of places within the local community and in nearby communities, pp. 285-288

National History Standard

1A The student understands family life now and in the recent past; family life in various places long ago.

Content Overview

This section focuses on the family life and community. Students will extend their knowledge of their place in family life, community and society. The history of the community including name origin, landmarks and founding of the community will be addressed. The students will explore the reasons why peoples immigrate to our state and country and explore the heritages of these peoples. Students will gain knowledge of jobs and other situations in which groups of people mutually work together.

Essential Questions

What are family traditions? What are the traditions and history of my family?

What is a community? How does it function?

Why do people leave their home in other countries to come to New Jersey and/or the United States?

What major ethnic groups have immigrated here?

How, when and by whom was my community founded?

What is the cultural heritage of those who live in the United States? In New Jersey?

What are the main businesses, industries and jobs of my community?

What is my place in society?

Teaching Resources

Tapping into Multiple Intelligence: <http://www.thirteen.org/edonline/concept2class/mi/>

Social Studies Resources: <http://education.indiana.edu/~socialst/>

Kathy Schrock's Guide for Educators: <http://school.discovery.com/schrockguide/>

Federal Resources for Educational Excellence: <http://www.ed.gov/free/index.html>

EDSITEment: <http://edsitement.neh.fed.us/>

Teachnology: <http://www.teach-nology.com/>

Education World: <http://www.educationworld.com/>

Ben's Guide to Government: <http://bensguide.gpo.gov/>

The Webquest Page: <http://webquest.sdsu.edu/>

Assessment

Each student selects a family member as their subject: mother, father, siblings, aunts and uncles, and so on. Each student draws a portrait or picture of something that relates to the family member. The student writes a description of the person or object. The description may be written in a story format. Student work should be graded on originality, care, and thoroughness.