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Content Term Paper
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All Things Being Equal...

Equality: the condition of possessing substantially the same rights, privileges and immunities, and being substantially responsible for the same duties as other members of society. However, the term equality is not fixated to only humanity. It is also seen in education in areas such as science, social studies, performing arts, and health and physical development. It is important for fifth grade students to have knowledge about equality and apply it to each subject because it will help them make connections to not only their educational status, but also their personal lives.

The science concept that is connected to equality is planets that are related in the solar system. Under 5.9.6 B1, the New Jersey Core Curriculum Content Standard states, "Using models, demonstrate an understanding of the scale of the solar system that shows distance and size relationships among the sun and planets" (NJCCCS, 2002). According to the National Science Education Standards students should be able to develop an understanding that, "The earth is the third planet from the sun in a system that includes the moon, the sun, eight other planets and their moons, and smaller objects, such as asteroids and comets. The sun, an average star, is the central and largest body in the solar system" (National Science Standards, 2004). The fifth grade science book *Science Horizons* had chapter 13 dedicated to the solar system. Three facts that I would teach my students are how the solar system formed, how the length of a day and the length of a year are related to the rotation and revolution of a planet, and what are the inner and outer planets of the solar system.

Moving on to social studies, equality is important in terms of Black Civil Rights and how people were treated and advocated equality during that era. This concept is important to fifth grade students because it shows them and lets them analyze for themselves how essential equality is, especially in today's world. In the work place, in society, and basically everything a person does, there must be equality or else disorder will result.

The New Jersey Core Curriculum Content Standard this concept falls under is 6.4.8 G1 which states, "Explain major events, issues and personalities of the American Civil War including the role of African Americans" (NJCCCS, 2004). According to the National History Standard, "The student understands the political, economic, and social transformations in the Americas in the 19th century" (National Standards, 2004). In the book *United States Adventures in Time and Place*, James Banks dedicates chapter 6 to the South. The first key point I would teach from the chapter is the 14th amendment, which made blacks citizens of the United States. Second, I would explain how with the end of reconstruction, whites became mad because of all the new state government laws. This led to violence with the Ku Klux Klan. Finally, I would talk about the Jim Crow Laws and how it led to segregation. It was not until the 1950's and 1960's that African Americans began to gain their rights guaranteed to all citizens by the 13th, 14th, and 15th amendments to the Constitution.

Equality in the visual and performing arts subject area is also quite important. In fifth grade, students are just starting to appreciate different art forms and how through art, they can actually represent themselves. For this concept, students will be comparing several different art forms. Under 1.2.6 D2, the New Jersey Core Curriculum Content Standard states, "Students will distinguish drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging

by physical properties” (NJCCCS, 2004). The National Standard this concept falls under is, “Students compare the characteristics of works in two or more art forms that share similar subject matter” (National Art Standards, 2004). The book *Art Express* gives great examples and pictures for different art forms. For painting, I would teacher students about proportion, which is the size of one thing compared to another and also point of view. I order to teach point of view in painting, I would have the students go outside and lay on the grass. They would have to paint something that was behind them or next to them. This way, they would see a tree, for example, in a different light. Next, I would have them stand up normally and paint the same tree again. Next, I would explain relief sculpture, where each image has been carved from a surface so that is stands out from the background. For this, I would have students carve a relief sculpture of a friend. They would start by sketching the friend’s profile, then use clay to add depth, and finally carve out their features with a pencil tip.

Finally, equality in health and physical development is an important theme. The concept of gender growth patterns will be discussed and evaluated in this subject area. It is important for fifth graders to be aware of the different patterns they will soon be developing as they start to mature. The New Jersey Core Curriculum Content Standard this concept falls under is 2.4.6 B1 which states, “Describe the individual growth patterns of males and females during adolescence” (NJCCCS, 2004). The National Standard this concept falls under is 1.8.2, “Students will describe the interrelationships of emotional, intellectual, physical, and social health in adolescence” (National Health Standard, 2004). In the book *Lifetime Health*, 5th grade students start to learn about patterns in adolescent changes. I would focus on growth spurts, facial acne, change in muscle strength, and rise in sexual hormones. I after discussing these issues in class, I would have students identify TV shows or movies that portray the lives of teens. I would then

ask them to identify roles, behaviors, characteristics, and relationships of teens portrayed in the show or movie. I would ask if any of the characteristics reflected their own lives.

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