

**NORTH CALDWELL SCHOOL
DISTRICT
SOCIAL STUDIES
CURRICULUM
GRADES K-6**



**BOARD APPROVED:
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MISSION

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

Vision

An education in social studies fosters a population that:

- *Is civic minded, globally aware, and socially responsible*
- *Exemplifies fundamental values of American citizenship through active participation in local and global communities.*
- *Makes informed decisions about local, state, national, and global events based on inquiry and analysis.*
- *Considers multiple perspectives, values diversity, and promotes cultural understanding.*
- *Recognizes the implications of an interconnected global economy.*
- *Appreciates the global dynamics between people, places, and resources.*
- *Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.*

Social Studies Education in the 21st Century

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Social Studies Curriculum Pacing Chart

The topics listed below outline how the standards are addressed throughout the year.

Months	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>
September & October	Citizenship <ul style="list-style-type: none"> Rules, classroom routine, classroom jobs Community <ul style="list-style-type: none"> Workers - Teachers, Bus Drivers, & Firefighters Families <ul style="list-style-type: none"> Characteristics of oneself and one's family Historical Symbols <ul style="list-style-type: none"> Flag (Pledge of Allegiance) 	Citizenship <ul style="list-style-type: none"> All about me Rules, classroom routine, classroom jobs Good vs bad rules/laws in the school and community Community <ul style="list-style-type: none"> Intro of reading a map Features and places Workers 	Communities <ul style="list-style-type: none"> Community helpers Types of Communities Citizenship Rules and Laws 	Regions/Landforms of the US <ul style="list-style-type: none"> Climate/Weather Regions and how they are culturally different Major cities w/in regions
November & December	Families <ul style="list-style-type: none"> Characteristics of oneself and one's family Cultural diversity Respect for other cultures Community <ul style="list-style-type: none"> Workers - Farmers, Mail carriers, and Police Culture/Traditions <ul style="list-style-type: none"> awareness and understanding of 	Culture/Traditions <ul style="list-style-type: none"> awareness and understanding of cultural diversity and individuality Common themes among cultural traditions (Thanksgiving, Veterans Day, December Celebrations) Fair vs Equal <ul style="list-style-type: none"> Understanding 	Government <ul style="list-style-type: none"> Voting Cultures/Traditions <ul style="list-style-type: none"> Thanksgiving Needs vs Wants Holidays Veteran's Day 	<ul style="list-style-type: none"> Completion of regions Cultural Diversity/Family Traditions <ul style="list-style-type: none"> Family roles and traditions vs. adopting new cultural practices Diversity & Respect How culture is expressed through and influenced by the behaviors of people Stereotyping and prejudice Holidays and symbols that shape American identity How experiences are interpreted differently by different cultures and

	<p>cultural diversity and individuality</p> <ul style="list-style-type: none"> • Common themes among cultural traditions <p>Human Rights</p> <ul style="list-style-type: none"> • Martin Luther King Jr. • Prejudice and stereotyping (Amistad) <p>Holiday Symbols</p>	<p>difference between fair and equal</p> <ul style="list-style-type: none"> • Needs vs Wants • Martin Luther King Jr.- responses to violations of fundamental rights 		<p>perspectives</p> <p>**Begin Economics in January</p>
February, March, & April	<p>Community</p> <ul style="list-style-type: none"> • Workers - Dentist, Mayor, and Sanitation worker <p>Human Rights</p> <ul style="list-style-type: none"> • Prejudice and stereotyping (Amistad) <p>Presidents</p> <ul style="list-style-type: none"> • Historical contributions and leadership qualities of George Washington and Abraham Lincoln <p>Historical Symbols</p> <ul style="list-style-type: none"> • Washington monument, Lincoln memorial, and The White House 	<p>Diversity</p> <ul style="list-style-type: none"> • Stereotyping and prejudice- Black History Month, Women in History Month • Identify actions that are unfair or discriminatory and propose solutions • Amistad <p>Presidents</p> <ul style="list-style-type: none"> • Historical contributions and leadership qualities 	<p>Equality/Fairness/Common Good (Jan., Feb., March)</p> <ul style="list-style-type: none"> • Amistad • Martin Luther King Jr. • Needs vs Wants • Black History Month • Women's History Month • Prejudices and Stereotyping 	<p>Economics:</p> <ul style="list-style-type: none"> • Wants/Needs • Opportunity cost/scarcity • Supply & Demand • Producers & Consumers • Global Markets • Goods & Services • Savings/Debt/Investments and long term goals within a community
April, May, & June	<p>Community</p> <ul style="list-style-type: none"> • Workers - Nurse & Lifeguards (summer safety) 	<p>Historical Symbols</p> <ul style="list-style-type: none"> • Statue of liberty, flag, eagle, etc. <p>America in the World</p>	<p>Map Skills (April)</p> <ul style="list-style-type: none"> • Me on the Map • 50 States <p>Earth Day (April)</p> <ul style="list-style-type: none"> • Recycling 	<p>US Government:</p> <ul style="list-style-type: none"> • Understanding why and how rules are created for classroom, local, state and national government

	<p>Historical Symbols</p> <ul style="list-style-type: none"> Statue of liberty, flag (Flag Day), eagle, etc. 	<ul style="list-style-type: none"> Compare/Contrast US and other nations Describe how the world is divided into many nations with their own languages & customs 	<p>Holidays (May-June)</p> <ul style="list-style-type: none"> Cinco de Mayo Memorial Day Flag Day 	<ul style="list-style-type: none"> How our national laws protect the rights of citizens Bill of Rights Constitution Fairness, Equality and the Common Good - how all of these have changed over time Branches of Government (intro) State and National Government share power Civil Rights, Human Rights, MLK
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Months	<u>4</u>	<u>5</u>	<u>6</u>
September & October	<p>Study Skills</p> <ul style="list-style-type: none"> Construct an understanding of the many helpful features of the student agenda Apply the BIG FOX method of reading non-fiction text Formulate mnemonic devices for remembering various types of information Establish notetaking practices Investigate a timeline to understand chronological events <hr/> <p>Map Skills</p>	<p>Themes of Geography</p> <p>Native Americans</p> <ul style="list-style-type: none"> How does the environment shape how we live? Compare and contrast Native American cultures Migration, settlement, and environment of Native American groups <p>Age of Exploration</p> <ul style="list-style-type: none"> Why do people explore? What led to the exploration of new water and land routes. The impact of science, religion, and 	<p>Five Themes of Geography and map skills</p> <p>Primary and Secondary Sources:</p> <ul style="list-style-type: none"> Differentiate and analyze primary and secondary sources to gain various perspectives. <p>Industrial Revolution and Immigration:</p> <ul style="list-style-type: none"> Research and write explanatory texts about inventions and inventors that changed the way Americans lived. Describe the advances that revolutionized transportation. Describe how new business

	<ul style="list-style-type: none"> • Interpret map features and symbols (i.e. legend/key, scale, latitude, longitude, etc.) • Differentiate and interpret various types of maps • Identify oceans, continents, hemispheres, and states • Apply knowledge of time zones to proposed travel plans • Locate places based on their global address <hr/> <p>5 Themes of Geography</p> <p>Geography</p> <hr/> <ul style="list-style-type: none"> • Categorize and label Earth's physical features • Identify patterns in climate to latitude • Hypothesize how continents fit together as Pangaea 	<p>technology innovations on European exploration.</p> <ul style="list-style-type: none"> • The role of trade during this period. • Cultural transformation • The Columbian Exchange between Europe, Africa, and the Americas. • Analyze the power struggle among European countries. • The search for natural resources and the conflict and cooperation among European colonists and Native American groups in the New World. • Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. 	<p>methods helped American industry grow.</p> <ul style="list-style-type: none"> • Compare and contrast the practices used by leaders of Titans of Industry. • Summarize how working conditions changed as industry grew. • Describe workers' efforts to organize during the Industrial Revolution. • Identify the problems city dwellers faced and the efforts to improve city life. • Identify the reasons immigration to the United States increased in the late 1800s. • Summarize the challenges immigrants faced while trying to assimilate to American life. • Read for meaning. • Analyze primary and secondary sources to gain various perspectives.
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<p>November, December, & January</p>	<p>New Jersey's Natural Regions</p> <ul style="list-style-type: none"> • Synthesize relative location and physical features • Compare how different regions were formed • Differentiate physical characteristics of each region 	<p>Settlements Take Root</p> <ul style="list-style-type: none"> • Why do people leave their homelands? • Factors that impacted emigration and settlement patterns, such as political and economic problems/opportunities and 	<p>World War I leads to the Roaring Twenties:</p> <ul style="list-style-type: none"> • Describe the U.S. policy of isolationism. • Identify the origins, importance, and spread of the jazz musical style.
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New Jersey's Climate

- Differentiate between weather and climate
- Compare differences in climate by region

New Jersey's Resources

- Classify natural resources vs man made
- Investigate renewable vs non-renewable resources
- Hypothesize how New Jersey's resources are distributed and used
- Research, organize and publish information about a specific place in New Jersey

New Jersey's Early People

- Compare and contrast culture and products of New Jersey's early peoples
- Describe and analyze the early Lenapes' way of life
- Create an American Indian like legend

Exploration

- Examine and summarize various reasons for European global exploration
- Compare and contrast European explorers who reached New Jersey

religious freedom.

- Consequences of colonization (explain how interactions among African, European, and Native American groups began a cultural transformation).

Life in the Colonies

- What does it take to build a new society?
- Examine the roles of religious freedom and participatory government in various North American colonies.
- Demographics (i.e., race, gender, and economic status) and social, economic, and political opportunities in the colonies.
- Factors that impacted emigration, settlement patterns, and regional identities of the colonies opportunities during the Colonial era.
- Slavery and indentured servitude in Colonial labor systems.
- Voluntary and involuntary migratory experiences of different groups of people.
- The impact of triangular trade on multiple nations and groups.
- Mercantilism and its impact on the economies of the colonies and European countries.

- Explain how new literature styles described American society in a new, more critical way.
- Research and write explanatory texts about the famous individuals of the 1920s.
- Identify the causes and effects of the industrial boom that occurred in the 1920s.
- Analyze primary and secondary sources to gain various perspectives.
- Analyze poems written during the Harlem Renaissance.
- Read for meaning.

The Great Depression:

- Read for meaning.
- Understand how the Depression affected Americans.
- Identify the conditions in which FDR was able to win the 1932 presidential election.
- Explain what the New Deal was and how it tried to promote economic recovery.
- Identify obstacles and criticisms faced by the New Deal.
- Explain how the Depression and the New Deal affected women and African Americans.
- Identify the causes and effects of the Dust Bowl.
- Identify the legacies of the New Deal.

	<ul style="list-style-type: none"> Utilize technology to simulate exploration of the New World 		<ul style="list-style-type: none"> Construct arguments for and against the New Deal. Write an argument focused on discipline-specific content. Write informational text on the New Deal agencies. Analyze primary and secondary sources to gain various perspectives. Analyze poetry. Write a literary analysis of a poem.
<p>February, March, & April</p>	<p>Colonization</p> <ul style="list-style-type: none"> Investigate early European settlements in New Jersey and their effect on native inhabitants Compare early European settlements with English colonization of New Jersey Analyze geographic differences of the colonies Compare and contrast colonial life with modern living <p>The Revolutionary War</p> <ul style="list-style-type: none"> Identify causes and effects of key events leading to the American Revolution Support different points of view regarding the rebellion Formulate historical knowledge of significant battles at the 	<p>The American Revolution</p> <ul style="list-style-type: none"> What's worth fighting for? The Seven Years War and changes in British policies, and responses by various groups and individuals in the North American colonies. Taxes and government regulation, and the relations between Britain and its North American colonies. Why the Declaration of Independence was written. Examine the ideals found in the Declaration of Independence. Prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. The impact of George Washington. Examine the roles and perspectives of various socioeconomic groups and 	<p>World War II:</p> <ul style="list-style-type: none"> Explain why totalitarian dictators gained power after World War I. Understand how World War II began in Europe. Explain why the United States entered the war and strengthened its ties with the Allies. Research various minority groups that contributed to the U.S. war effort. Identify the ways in which the United States built its military and converted its economy to meet wartime needs. Explain how World War II affected Japanese Americans and other groups of people at home. Develop higher level understanding of the techniques propaganda employs Understand what the Resistance Movement was as they further their understanding of the

beginning of the war

- Identify significant people involved in the revolution and their strengths and weaknesses
- Connect knowledge of New Jersey's geography, early peoples, and developing culture to its significance as the "Crossroads of the Revolution"
- Analyze major battles in New Jersey and explain their importance

Writing the Constitution

- Investigate the pros and cons of the Articles of Confederation
- Construct an understanding of how and why the Constitution was written
- Summarize how the Bill of Rights expresses democratic values

Early Statehood

- Explain the need for countries/ states to have Constitutions
- Compare/contrast New Jersey's 3 Constitutions
- Interpret changes in demographics and economics

determine how these groups were impacted by the war.

- Explain why New Jersey's location played an integral role in the American Revolution.
- The impact of geography on the execution and outcome of the American Revolutionary War.
- Analyze how the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

Holocaust

- Analyze primary and secondary sources to gain various perspectives.
- Write an argument for or against the use of the atomic bomb.
- Evaluate text structure and read for meaning.

The Cold War:

- Identify how the United States tried to limit the spread of communism.
- Identify the problems of the postwar economy.
- Explain how the situation in Korea became the Korean War, the first military conflict of the Cold War.
- Explain how the Cold War turned into an arms race.
- Explain why Cuba became a crisis spot during the Cold War.
- Analyze primary and secondary sources to gain various perspectives.
- Write an argument for or against invasion of Cuba.
- Read for meaning.

April, May, & June

Inventions

- Inventions in transportation and their effect on New Jersey
- Explore the meaning of “technology”
- Investigate New Jersey’s agricultural and industrial history

New Jersey Today

- Explain patterns in New Jersey’s demographics
- Identify and explain New Jersey icons and their importance to our culture
- Analyze cultural influences within our diverse society
- Formulate and understanding of New Jersey’s economy based on natural, man-made, and human resources
- Describe human rights issues on local, nationwide, and global levels

Government

- Analyze the three branches of government
- Describe the purpose of the government’s “checks and balances”
- Compare and contrast the responsibilities of the three levels of government
- Analyze “Responsible

A New Nation

- What is the purpose of government?
- Evaluate the effectiveness of the fundamental principles of the Constitution in establishing a federal government that allows for growth and change over time.
- Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- The geography of the United States and the debate on representation in Congress and federalism (the New Jersey and Virginia plans).
- Evaluate the Constitution and Bill of Rights.
- Compare and contrast the Articles of Confederation and the United States Constitution.

The Nation Grows

- EQ: How do leaders shape a nation?
- Manifest Destiny.
- Louisiana Purchase.
- Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
- Explain the changes in America’s relationships with other nations

The Civil Rights Movement

- Describe how the U.S. Supreme Court took on a more activist role under Chief Justice Earl Warren.
- Explain significant events in which the civil rights movement picked up momentum after World War II.
- Trace the argument supporting the fact that Johnson’s Great Society increased the social role of the federal government.
- Identify events in which nonviolent protest was used to gain equal rights under the law.
- Analyze primary and secondary sources to gain various perspectives.
- Read for meaning.

The Vietnam War Era

- Explain how Vietnam became a focus of conflict after World War II.
- Identify why the United States was concerned about developments in Vietnam.
- Describe how Johnson widened the war in Vietnam.
- Compare and contrast the war in Vietnam with other conflicts Americans were involved in.
- Describe how the war divided Americans at home.
- Explain how fighting in Vietnam came to an end.
- Describe the long-term impact of

Citizenship”

Immigration

- Define the history of Ellis Island/ Statue of Liberty
- Determine why people have come to the USA
- Examine waves of immigration
- Respecting cultural diversity
- Graph cultural heritage
- Create family trees

by analyzing policies, treaties, tariffs, and agreements.

- Expansion of voting rights during the Jacksonian period.
- The growing resistance to slavery and New Jersey’s role in the Underground Railroad.
- Emancipation Proclamation and the Gettysburg Address continue to impact American life.

the Vietnam War on Southeast Asia and the United States.

- Analyze primary and secondary sources to gain various perspectives.
- Write informational text.
- Read for meaning.

Social Studies

Grade: Kindergarten

Unit Strand: Citizenship- Me and My World

Time Frame: September-June

Summary: Demonstrates an understanding of rules by following classroom routines, jobs, and how to work with others.

Texts: Me and My World, Let's Find Out

Assessments

Formal:

1. Unit Assessment
2. Performance Based

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Understand why we need rules,
- Identify sources of responsibilities
- Consider how to share
- Rewards and consequences of making decisions
- Understand the difference a good choice vs a poor choice

Essential Questions:

What makes a good student or friend?

What is a good choice vs a poor choice?

Activities & Standards

Suggested Activities

- No David read aloud- create poster of what makes a good student
- Positive classroom rules chart
- Mr. Potato Head for positive classroom behavior (1 week at a time)
- Create class job chart and model

Related Standards Covered:

6.1.P.A.1
6.1.P.A.2
6.1.P.A.3
6.3.4.A.1
6.3.4.D.1

Resources & Strategies

Suggested Resources and Technology:

www.BrainpopJr.com

https://www.youtube.com/watch?v=5XTb_Vi2VFU

Instructional Strategies / Opportunities to differentiate and accommodate for all learners:

- Leveled readers of topics
- Pairing/Grouping
- Environment of where they are working

Social Studies

Grade: Kindergarten

Unit Strand: Community and Community Workers

Time Frame: September-June

Summary: Demonstrates an understanding that everyone is part of a larger neighborhood and community.

Texts: Me and My World, Let's Find Out

Assessments

Formal:

1. Unit Assessment
2. Performance Based

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Identify, discuss, and role play the duties of a range of community workers

Essential Questions: Who are our leaders within our community?

Activities & Standards

Suggested Activities

- Community helper of the month
Sept. Teacher, bus driver

Related Standards Covered:

6.1.P.B.2

<p>October- firefighter</p> <p>November-farmers</p> <p>December-mail carriers</p> <p>January-police</p> <p>February-dentist</p> <p>March-mayor</p> <p>April- sanitary workers</p> <p>May-nurse</p> <p>June-lifeguard</p> <ul style="list-style-type: none"> ● Invite community workers into the classroom to discuss their roles in the community ● Read alouds 	
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Resources & Strategies	
<p>Suggested Resources and Technology:</p> <p>www.BrainpopJr.com</p>	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> ● Leveled readers of topics ● Pairing/Grouping ● Environment of where they are working

Social Studies

Grade: Kindergarten

Unit Strand: Families

Time Frame: September-June

Summary: Demonstrate an understanding of characteristics of oneself and one's family

Texts: Me and My World, Let's Find Out

Assessments

Formal:

1. Unit Assessment
2. Performance Based

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Understand the dynamics of family

What is a family?,

Who am I in my family?

Why is your family important to you?

- Appreciate differences among people

How are families alike and how are they different from each other?

Essential Questions:

- What is my personal history and how does it influence who I am?
- How does my culture and history, and that of my family affect what I think and do?

Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none">• All about me book or poster• Star Student/Top Banana (empowering writers)• Family house/ Family tree	<p>Related Standards Covered:</p> <p>6.1.P.D.1</p> <p>6.1.P.D.3</p> <p>6.1.P.D.4</p>
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <p>www.BrainpopJr.com</p>	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none">• Leveled readers of topics• Pairing/Grouping• Environment of where they are working
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Social Studies

Grade: Kindergarten

Unit Strand: Historical Symbols/Presidents

Time Frame: September- June

Summary: Demonstrate an understanding of historical symbols and holidays and how they affect the American identity and identify historical leaders

Texts: Me and My World, Let's Find Out

Assessments

Formal:

1. Unit Assessment
2. Performance Based:

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Identify American symbols
- Identify holiday symbols
- Identify historical leaders (George Washington and Abraham Lincoln)

Essential Questions:

What symbols represent my country?

What symbols represent my holiday?

What Leaders contributed to the development of the U.S. government?

Activities & Standards

Suggested Activities

- Read alouds
- Practice the Pledge of Allegiance

Related Standards Covered:

6.1.4.D.17

<ul style="list-style-type: none"> ● Flag Day craft ● Create crafts for various holidays (Washington, Lincoln) ● Identify symbols on coins and bills 	6.1.4.D.6
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Resources & Strategies	
<p>Suggested Resources and Technology:</p> <p>www.BrainpopJr.com</p>	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> ● Leveled readers of topics ● Pairing/Grouping ● Environment of where they are working

Social Studies

Grade: Kindergarten

Unit Strand: Cultures/Traditions/Holidays

Time Frame: November-April

Summary: Demonstrate an understanding of cultural diversity and individuality

Texts: Me and My World, Let's Find Out

Assessments

Formal:

1. Unit Assessment
2. Performance Based

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Gain an understanding of cultural identity
- How and why are certain holidays are celebrated
- Compare and contrast needs vs wants

Essential Questions:

How do you make choices? (Needs vs. Wants)

Why might one person celebrate different things/holidays?

Activities & Standards

Suggested Activities

- Discuss needs vs wants while discussing the traditions of holiday gift giving (Let's Find Out)

Related Standards Covered:

6.1.4.C.2
6.1.4.D.18

<ul style="list-style-type: none"> • Invite families to share their holiday traditions 	
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Resources & Strategies	
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<p>Suggested Resources and Technology:</p> <p>www.BrainpopJr.com</p>	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Leveled readers of topics • Pairing/Grouping • Environment of where they are working
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Social Studies

Grade: Kindergarten

Unit Strand: Human Rights

Time Frame: January-February

Summary: Demonstrate an understanding the actions of Dr. Martin Luther King Jr. and other civil rights leaders served as a catalysts for social change.

Texts: Me and My World, Let's Find Out

Assessments

Formal:

1. Unit Assessment
2. Performance Based

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Gain an understanding of unfair treatment towards others
- Understand the difference between fair and equal
- Gain understanding of prejudice and stereotyping (Amistad)

Essential Questions:

How are we alike?

How are we different?

Activities & Standards

Suggested Activities

- Read alouds-
- Demonstrate how prejudice affected people
- Egg activity -brown egg and white egg
discuss that we are different on the outside
but the same in the inside

Related Standards Covered:

6.1.4.A.10
6.1.4.D.16

Resources & Strategies

Suggested Resources and Technology:

www.BrainpopJr.com

Instructional Strategies / Opportunities to differentiate and accommodate for all learners:

- Leveled readers of topics
- Pairing/Grouping
- Environment of where they are working

Social Studies

Grade: 1

Unit Strands: Citizenship and the Community

Time Frame: September & October

Summary: Citizenship begins with becoming a contributing member of the classroom community.

Texts:

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Completion of creating a map, including community features
 - Student page in class book “What We Can Be When We Grow Up”
 - Completion of Family Flag

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Describe characteristics of one’s self, family, and peers
- Demonstrate understanding of rules, individual responsibilities, and appropriate behavior within a classroom community
- Identify and discuss physical features on a map of a community
- Identify and discuss the contribution of community workers

Essential Questions:

What makes a good citizen?

What are the components of a community? (people and places)

How do I fit into my community?

Activities & Standards

Suggested Activities

- All About Me Bag
- Family Flag

Related Standards Covered:

6.1.P.A.1, 6.1.P.A.2, 6.1.P.A.3,

<ul style="list-style-type: none"> • Hopes and Dreams lesson (development of classroom rules) • Brainpop of Reading a Map (creating a community map) • Brainpop of Community Helpers • Creation of Class Book of what they want to be when they grow up 	6.1.P.B.1, 6.1.P.B.2
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Resources & Strategies	
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<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> • Brainpopjr • See activity sheet 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Leveled readers of topics • Pairing/Grouping • Environment of where they are working
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Social Studies

Grade: 1

Unit Strand: Culture/Traditions

Time Frame: November-January

Fair vs Equal

Summary: Individuals and families have unique characteristics.

Texts: Mine!, It's Not Fair!, I am Martin Luther King Jr (Ordinary People Series or anyone you prefer)

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Holiday Writing (traditions)
 - Solution to Fairness picture
 - "I have a dream..." paper
 - Needs and Wants sort

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Learn about holidays that are celebrated in the classroom and around the world.
- Distinguish the difference between fair and equal
- Identify how MLK Jr. fought for equal rights
- Compare/contrast needs and wants

Essential Questions:

- How are holidays celebrated in other cultures?
- What are traditions associated with specific holidays?
- What is the difference between fair and equal?
- How did MLK Jr. stand up against discrimination?
- What is the difference between needs and wants?

Activities & Standards

Suggested Activities

- Holiday Writing
- Difference between Fairness and Equality Book and Picture Prompt
- Martin Luther King Book and I Have a Dream response sheet
- Needs vs Wants Sort

Related Standards Covered:

6.1.P.D.3, 6.1.P.D.4, 6.1.4.A.3, 6.1.4.C.1
6.1.4.A.9, 6.1.4.A.10

Resources & Strategies

Suggested Resources and Technology:

- www.brainpopjr.com (December holidays, needs and wants, MLK Jr.)
- Mine!
- It's Not Fair!
- I am Martin Luther King, Jr.
- See [activity sheet](#)

Instructional Strategies / Opportunities to differentiate and accommodate for all learners:

- Leveled readers of topics
- Pairing/Grouping
- Environment of where they are working

Social Studies

Grade: 1

Unit Strand: Diversity

Time Frame: February-April

Presidents

Summary: Prejudice and discrimination can be obstacles to understanding other cultures.

Key historical individuals led to the development of our nation.

Texts: Biographies (Rosa Parks, George Washington, Abraham Lincoln), Amistad text of choice (see state recommendations)

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Rosa Parks timeline
 - Venn Diagram- George Washington and Abraham Lincoln
 - If I Were President...writing

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Identify actions that are unfair or discriminatory (prejudice) and propose solutions to help
- Describe the historical contributions and leadership qualities of presidents (ex. Washington, Lincoln)

Essential Questions:

- How do stereotyping and discrimination lead to conflict?
- How did the contribution of George Washington and Abraham Lincoln shape American history?

Activities & Standards

Suggested Activities

Related Standards Covered:

<ul style="list-style-type: none"> • Rosa Parks timeline • Venn Diagram of Presidents • President Writing 	<p>6.1.4.A.9, 6.1.4.D.6, 6.1.4.D.16, 6.3.4.D.1</p>
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<p>Resources & Strategies</p>	
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<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> • Brainpopjr • Book of choice about Rosa Parks, George Washington, Abe Lincoln, etc. • See activity sheet 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Leveled readers of topics • Pairing/Grouping • Environment of where they are working
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Social Studies

Grade: 1

Unit Strand: Historical Symbols

Time Frame: April-June

America in the World

Summary: Explore historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. The world is comprised of nations that are similar and different from the United States.

Texts: Really Good Stuff American Symbols series, A Ticket Around the World by Natalia Diaz

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Statue of Liberty watercolor
 - White House non-fiction writing
 - Corresponding worksheets
 - A Ticket Around the World follow up writing

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Identify American historical symbols, monuments, and holidays
- Compare and contrast US to other nations

Essential Questions:

What role do our American symbols play in our history?

How is the United States like other nations?
How is it different?

Activities & Standards

Suggested Activities

Related Standards Covered:

<ul style="list-style-type: none"> • Create a portrait of the Statue of Liberty and paint it with watercolor • Learn about the White House and write an expository piece • Choose one country from <u>A Ticket Around the World</u> and write about ways it is the same and ways it is different from the United States. 	<p>6.1.4.A.14, 6.1.4.D.17</p>
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> • Brainpopjr-US Symbols • Book of choice about American Symbols • <u>A Ticket Around the World</u> • See activity sheet 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Leveled readers of topics • Pairing/Grouping • Environment of where they are working
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Social Studies

Grade: 2

Unit 1

Time Frame: September/October

Summary: : Community, Citizenship, Rules and Laws

Texts: The Little House by Virginia Lee Burton, Come Over to My House by Theodore Geisel, City Mouse Country Mouse

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Community brochure
 - Community helper assessment

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Demonstrate an understanding of rules through classroom routines, initiating simple classroom tasks and jobs and demonstrating appropriate behavior
- Explain how rules and laws are created by communities to help resolve conflicts and promote the common good
- Develop an awareness of physical features of a community
- Identify and discuss the duties or responsibilities of community workers

Essential Questions:

- What do you do to get along with others?
- What does cooperate mean?
- How are you a good citizen at school?
- How do rules help us in a community?
- What do communities look like?
- How does your community operate?

Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none">• Community helper writing activity (choice of community worker, description of job/responsibility/who they service, tools (TPT))• Opinion writing, choosing best community and why• Brochure project - rural, urban, suburban	<p>Related Standards Covered:</p> <p>6.1.P.B.1</p> <p>6.1.P.B.2</p> <p>6.1.P.A.1</p> <p>6.1.P.A.2</p> <p>6.1.P.A.3</p> <p>6.1.4.A.1</p>
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none">• Community Brochure Rubric• Community Brochure Example• Community Helper Vocab Cards	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none">• Leveled readers of topics• Pairing/Grouping• Content of the brochure based upon ability levels• Environment of where they are working
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Social Studies

Grade: 2

Unit 2

Time Frame: November

Summary: Government, Immigration to NJ, Thanksgiving

Texts: Duck for President by Doreen Cronin

The Wall by Eve Bunting

Assessments

Formal:

1. Unit Assessment
2. Performance Based:

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Compare and contrast government functions at the community level
- Begin to understand that the world is divided into many nations that have their own government, customs, language and laws
- Summarize reasons why various groups immigrated to America and describe challenges encountered
- Understand the sacrifices made by veterans and their families

Essential Questions:

- What do government workers do?
- How is voting used?
- What is a country?
- How are our customs the same and different from others around the world?
- What is freedom?
- How and why do we honor veterans?

Activities & Standards

Suggested Activities

- Read alouds, Sarah Morton's Day, Samuel Eaton's Day (compare pilgrims' days to modern kids' days)
- Voting

Related Standards Covered:

6.1.4.A.8
6.1.4.A.14

<ul style="list-style-type: none"> Wampanoag tribe brochure/graphic organizer describing clothing, homes, food and seasons 	6.1.4.D.2
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Resources & Strategies	
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<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> <u>The Wall</u> by Eve Bunting - https://www.youtube.com/watch?v=5k3mFMvzCYc 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> Leveled readers of topics Pairing/Grouping Content of the brochure based upon ability levels Environment of where they are working
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Social Studies

Grade: 2

Unit 3

Time Frame: December

Summary: Needs and Wants, Traditions, Diversity

Texts: Too Many Toys by David Shannon

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Posters/collages of needs and wants

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Demonstrate an understanding of family roles and traditions
- Distinguish between needs and wants

Essential Questions:

What do you need to survive?

What is something you want, and how is it different from a need?

How and what do people celebrate around the world?

Activities & Standards

Suggested Activities

- Holidays around the world packet
- Guest speakers from various cultures
- Collage or posters of needs and wants from magazines

Related Standards Covered:

6.1.P.D.2
6.1.4.C.2
6.1.P.D.3
6.1.P.D.4

	6.1.4.D.18
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Resources & Strategies	
<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none">• <u>Too Many Toys</u> by David Shannon - https://www.youtube.com/watch?v=aOpGGfEI94g	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none">• Leveled readers of topics• Pairing/Grouping• Content of the collage/poster based upon ability levels• Environment of where they are working

Social Studies

Grade: 2

Unit 4

Time Frame: January/February/March

Summary: Equality, Fairness and the Common Good, Amistad

Texts: A Weed is a Flower by Aliko, Ruby Bridges

Assessments

Formal:

1. Unit Assessment
2. Performance Based: Opinion Writing

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (Fairness, human and civil rights)
- Describe the civic leadership qualities and historical contributions of George Washington (and Abraham Lincoln) and Martin Luther King Jr.
- Describe the struggles and contributions of women in history
- Understand the relevance of Amistad and its importance in history
- Describe how the actions of Dr. MLK Jr. and other civil rights leaders served as a catalyst or social change and inspired social activism in subsequent generations
- Describe how stereotyping and prejudice can lead to conflict using examples from past and present

Essential Questions:

- What are civil rights?
- What is equality
- How did George Washington and other leaders impact change in our country?
- How and why did slavery end, and what were the effects on our country?

Activities & Standards

Suggested Activities

- Compare and contrast MLK, Ruby Bridges and George Washington Carver
- Describe character traits of each
- Opinion writing: Who had the greatest impact on our country and why?
- Ruby Bridges movie
- Amistad read aloud and discussion
- Women's history written and oral report

Related Standards Covered:

- 6.1.4.A.9
- 6.1.4.A.10
- 6.1.4.D.6
- 6.1.4.A.3
- 6.1.4.D.16
- 6.3.4.D.1

Resources & Strategies

Suggested Resources and Technology:

- [A Weed is a Flower](https://www.youtube.com/watch?v=7Gr0rTloGwI) by Alik - <https://www.youtube.com/watch?v=7Gr0rTloGwI>
- MLK, Rosa Parks, Harriet Tubman, George Washington Carver, Jackie Robinson - Brainpop
- [Black History Graphic Organizers](#)
- [Black History Month Mini Fact Cards](#)
- [Women In History Rubric](#)
- [Ruby Bridges Flipbook](#)

Instructional Strategies / Opportunities to differentiate and accommodate for all learners:

- Leveled readers of topics
- Pairing/Grouping
- Content of the opinion writing piece based upon ability levels
- Environment of where they are working

Social Studies

Grade: 2

Unit 5

Time Frame: April

Summary: Map Skills, Earth Day, 50 States

Texts: Me on the Map by Joan Sweeney

Flat Stanley by Jeff Brown

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Recitation of 50 Nifty United States
 - Supplemental: State Report/Poster Project (Really Good Stuff)

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Compare and Contrast information that can be found on different types of maps and determine how the information may be useful
- Determine what makes a good rule or law and apply this understanding to rules and laws in your community (recycling)

Essential Questions:

- Why is recycling important?
- How can you help the earth?
- How and when do we use maps?

Activities & Standards

Suggested Activities

- Read Me on the Map flip book
- 50 Nifty
- Flat Stanley read aloud and letter writing
- Various writing activities

Related Standards Covered:

6.1.4.B.1

- Scholastic News & Brainpop

6.3.4.A.1

Resources & Strategies

Suggested Resources and Technology:

- Reduce, Reuse, Recycling - Brainpop Jr
- Reading Maps - Brainpop Jr.
- States Poster
- Scrambled United States of America
https://www.youtube.com/watch?v=jxI9VLODRM&disable_polymer=true
- 50 nifty United States
<https://www.youtube.com/watch?v=WhDrGnjacvA>

Instructional Strategies / Opportunities to differentiate and accommodate for all learners:

- Leveled readers of topics
- Pairing/Grouping
- Content of the poster based upon ability levels
- Environment of where they are working

Social Studies

Grade: 2

Unit 6

Time Frame: May

Summary: Memorial Day, Cinco De Mayo

Texts: Articles, Scholastic News

Assessments

Formal:

- Unit Assessment from Scholastic
- Performance Based

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Understand the importance of our military
- Describe ways people honor fallen soldiers
- Explain the role of historical symbols, monuments and holidays and how they affect the American identity
- Understand the importance of Cinco De Mayo

Essential Questions:

- What sacrifices are made by members of our military and their families?
- How do we honor fallen soldiers?
- How and why do we celebrate Memorial Day?
- How and why do we celebrate Cinco De Mayo?

Activities & Standards

Suggested Activities

- Brainpop
- Read alouds
- Scholastic News articles

Related Standards Covered:

6.1.4.D.17

Resources & Strategies

Suggested Resources and Technology:

- Mexico (Cinco de Mayo) - Brainpop Jr.
- The Wall by Eve Bunting -
<https://www.youtube.com/watch?v=5k3mFMvzCYc>

Instructional Strategies / Opportunities to differentiate and accommodate for all learners:

- Leveled readers of topics
- Pairing/Grouping
- Environment of where they are working

Social Studies

Grade: 2

Unit 7

Time Frame: June

Summary: Flag Day

Texts: Articles, Scholastic News

Assessments

Formal:

1. Unit Assessment from Scholastic
2. Performance Based

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Understand how the US Flag has changed
- Describe ways to honor, fly and store the American flag
- Identify symbols of the United States

Essential Questions:

- Why do we say the Pledge of Allegiance?
- What do the stars and stripes on the flag represent?

Activities & Standards

Suggested Activities

- Brainpop
- Scholastic News

Related Standards Covered:

6.1.4.D.17

Resources & Strategies

Suggested Resources and Technology:

- U.S. Symbols and Statue of Liberty
- Brainpop Jr.

Instructional Strategies / Opportunities to differentiate and accommodate for all learners:

- Leveled readers of topics
- Pairing/Grouping
- Environment of where they are working

Social Studies Unit 1

Grade: 3

Unit Strand: Landforms/Climate/Weather

Time Frame: Sept/Oct

Summary: SWBAT demonstrate proficiency in all levels of Bloom's Taxonomy in the topics of Landforms, Climate and Weather at the 3rd Grade Level.

Texts:

What Are the US Regions? (Little World Social Studies) by Maureen Picard Robins

The Journey of Oliver K. Woodman by Daisy Pattison

How to Make a Cherry Pie and See the USA by Marjorie Priceman

Assessments

Formal:

Unit Assessment

- Paper based test

Performance Based:

- Poster Presentation/PowerPoint/Bunce

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Identify and describe physical features such as landforms and bodies of water.
- Locate physical features on a map or globe
- Understand that regions have similar physical and cultural characteristics
- Identify and compare characteristics of different regions
- Locate different regions on a map or globe
- Describe state and community specific regions and physical features of significance
- Recognize that weather and climate vary from place to place
- Identify and describe how weather and climate affect how and where people, plants, and animals live
- Recognize that regions can be characterized by availability and use of resources

Essential Questions:

- How do we interact with our planet?
- How does a region's landforms impact the cultural and economic development of that region?
- How does climate and weather affect where people, animals, and plants live, and the goods/resources available in that region?

- Understand that people use resources in different ways and explain how humans' use of resources affects people, plants, animals, and the environment
- Identify various environmental concerns related to the use of resources

Activities & Standards

Suggested Activities

- **Maps:**
 - Demographic, Topographic, Regions of the U.S., World Map, Resources, Elevation
- **Landforms:**
 - Mountains, Hills, Valleys, Canyons, Plateaus, Peninsula, Glaciers, Deserts, Shorelines, Plains/Grasslands, Tundra, Volcanoes
- **Weather:**
 - air, atmosphere, vegetation
- **Bodies of Water:**
 - Lakes, Rivers, Streams, Basins, Sea, Ocean, Ridges
- **Physical Features:**
 - Slope & Elevation
- **Vocabulary:**
 - Topography
- **Regions: (Identify what each region is known for)**
 - The West, The Midwest, The Northeast, The Southeast, The Southwest
- **Major Cities:**
 - New York, Dallas, Chicago, Miami, Los Angeles

Activity: Split the class into regions. Have each group create an amusement park featuring the region which includes: monuments, national parks, resources, major cities, etc.

Related Standards Covered:

- 6.1.4.B.4
- 6.1.P.B.1
- 6.1.4.B.6
- 6.1.4.B.10

Resources & Strategies

Suggested Resources and Technology:

- <http://forums.atozteacherstuff.com/index.php?threads/picture-books-that-correlate-with-the-regions-of-the-united-states.70009/>
- PowerPoint/Buncece
- <http://regions.mrdonn.org/usa.html>
- <http://www.myshoestringlife.com/2013/07/teaching-regions-of-united-states.html>
- www.raz-kids.com various books

Instructional Strategies / Opportunities to differentiate and accommodate for all learners:

- Modified tests
- Visuals
- Partner based work with high/med/low students

Social Studies Unit 2

Grade: 3

Unit Strand: Cultural Diversity/Family Traditions

Time Frame: Nov-Dec

Summary: SWBAT demonstrate proficiency in all levels of Bloom's Taxonomy in the topics of Cultural Diversity/Family Traditions at the 3rd Grade Level.

Texts: Same, Same But Different by Jenny Sue Kostecki-Shaw
The Sandwich Swap by Rania Al Abdullah
If the World Were a Village: A Book About the World's People by David J. Smith
Let's Talk About Race by Julius Lester
Pepita Talks Twice by Ofelia Dumas Lachtman

Assessments

Formal:

Unit Assessment

Performance Based:

- Box Presentation focus on Different Traditions (Holiday)

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Establish meaning
- Make meaningful connections to personal experiences
- Utilize prior knowledge to gain understanding
- Identify the cultures that settled in North America
- Identify the Regions of North America
- Recognize that cultures change when families move and bring different customs and traditions with them
- Explain how climate affects people's way of life
- Understand that culture can be communicated through stories, art, and music
- Explain the cultural values and significance of

Essential Questions:

- How is culture shared?
- How does our cultural perspective shape how we view the world?

<p>characters portrayed through the arts</p> <ul style="list-style-type: none"> • Compare and contrast the arts around the world • Identify and compare celebrations around the world • Identify the specific people associated with holidays and cultural celebrations • Understand that celebrations represent cultural values • Describe how many different cultures have contributed to and shaped communities in the regions of the United States • Use a circle graph to identify the diverse ethnic to identify the ethnic population distribution in the United States 	
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Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none"> • People and Cultures: • - Cultural region, Recreation, Arts, Anthem • Culture Through the Arts: • - Oral histories, Folktale, Hero, Symbol • Cultural Celebrations: • - Landmarks & Monuments, Harvest • Nation's Diversity: • - Diversity, Ancestors • - Tolerance, Respect • - Stereotyping, Prejudice 	<p>Related Standards Covered:</p> <p>6.1.P.D.2 6.1.P.D.3 6.1.P.D.4 6.1.P.D.5 6.1.4.D.15 6.1.4.D.16 6.1.4.D.17 6.1.4.D.18 6.1.4.D.19 6.1.4.D.20</p>
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> • www.raz-kids.com various books 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Modified performance based project • Visuals • Adjust vocabulary requirements based on ability • Partner based work with high/med/low students
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Social Studies Unit 3

Grade: 3

Unit Strand: **Economics & Equality/Fairness/Common Good**
Time Frame Jan-Mar

Summary: SWBAT demonstrate proficiency in all levels of Bloom's Taxonomy in the topics of Economics & Equality/Fairness/Common Good at the 3rd Grade Level.

Texts: Money Madness by David Adler
Striker Jones: Elementary Economics for Elementary Detectives by Maggie Larche
An Orange in January by Dianna Aston
The Hard Times Jar by Ethel Footman Smothers

Assessments

Formal:

Unit Assessment

- Paper Based Test - Economics & Equality/Fairness/Common Good Test

Performance Based

- Spending Project (Keep track of spending for the week - Budget for the week - Identify Savings, Amount of interest, etc)
- Wants & Needs Project

Idea #1: What would a family need and want if they moved to NJ. SW cut out pictures to display visually. For example: needs: fridge, stove, etc. Wants: large screen TV, etc.

Idea #2: Each student brings in pictures of things they think they want or need. Students then sort the items into two categories wants and needs to create a visual example of wants/needs.

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Establish meaning
- Make meaningful connections to personal experiences
- Utilize prior knowledge to gain understanding
- Distinguish between needs and wants and give examples of each

Essential Questions:

- What are some of the things you need to live?
- What are things people do to get the things the need?

- Recognize that not all wants can be satisfied
- Distinguish between scarcity and abundance
- Recognize that people make choices when there is scarcity
- Understand that the opportunity cost of an item is what we give up when we choose one thing over another
- Analyze why and how people make choices
- Recognize that personal needs and wants are connected to the needs and wants of local and world communities
- Distinguish between producers and consumers
- Distinguish between goods and services and give examples of each
- Recognize that producers and consumers work together to drive the economy
- Distinguish among natural, human, and capital resources
- Understand that producers must have resources in order to produce goods
- Describe how businesses can make a profit by using their resources wisely
- Explain how people can be both producers and consumers and how this concept drives the whole economy
- Analyze how consumers and producers exchange goods and services
- Describe buyers' contributions to the economy
- Recognize that people can trade or barter to exchange goods and services
- Understand that money facilitates trade because it has a fixed value
- Understand that price can be influenced by both supply and demand
- Explain how transportation and communication affect supply and demand
- Understand that people trade for resources, goods, and services locally, within a country, and worldwide
- Distinguish between spending and saving
- Understand that countries use different currencies, or forms of money
- Recognize that income not spent is called savings
- Recognize that people can save money
- Explain that people pay for goods and services in different ways
- Describe how and why people use banks
- Understand the reasons for and the process of taking out loans from banks
- Analyze how and why people and communities use budgets
- Recognize that the world of work offers many different kinds of jobs
- Explain that projects require planning and an assessment of needs and resources
- Understand that specialized jobs require a wide range of knowledge and skills and that people have various talents and

<p>strengths</p> <ul style="list-style-type: none"> • Recognize how specialization and the division of labor are beneficial • Analyze how a division of labor helps a project get done • Give examples of specialized jobs • Recognize how countries depend on one another through exchange of resources • Compare jobs of today with jobs of long ago 	
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Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none"> • Vocabulary: • Scarcity, Abundance, Needs, Wants • Money: • Credit, Credit Card, Savings, Bank, Interest, Deposit, Loan, Budget, • Economy: • Trade, Barter, Supply, Demand, Free Market, Economy, Import, Export • Work: • Specialization, Division of Labor, Jobs Today, Jobs, Long Ago • Value: • Opportunity Cost, Profit, Cost, Value, Goods, Service , Producer, Consumer 	<p>Related Standards Covered:</p> <p>6.1.4.C.3 6.1.4.C.4 6.1.4.C.5 6.1.4.C.6 6.1.4.C.7 6.1.4.C.8 6.1.4.C.9 6.1.4.C.10 6.1.4.C.11 6.1.4.C.12 6.1.4.C.16</p>
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <p>Brainpop - Multiple Videos</p> <ul style="list-style-type: none"> • www.raz-kids.com various books 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Modified performance based project • Visuals • Adjust vocabulary requirements based on ability • Partner based work with high/med/low students
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Social Studies Unit 4

Grade: 3

Unit Strand: Government

Time Frame: Apr-Jun

Summary: SWBAT demonstrate proficiency in all levels of Bloom's Taxonomy in the topics of Government at the 3rd Grade Level.

Texts: Our Government: The Three Branches (Social Studies Readers : Content and Literacy) by Shelly Buchanan

The U.S. Constitution and You (Social Studies Readers : Content and Literacy) by Shelly Buchanan

C is for Constitution - US Government Book for Kidby by Baby Professor

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Opinion Writing Piece

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Establish meaning
- Make meaningful connections to personal experiences
- Utilize prior knowledge to gain understanding
- Recognize the purpose of land and need for government
- Identify democratic principles and beliefs held by American citizens
- Explain why the Declaration of Independence and the U.S. Constitution were written
- Explain why the United States has three branches of government
- Identify the responsibilities of the executive, legislative, and judicial branches of government

Essential Questions:

- Why do we have government?
- Why is government essential?
- What does government do for us?
- Why does each individual's opinion matter?

- Describe the roles of key leaders in each branch of government and how they make decisions
- Understand that the United States has three levels of government
- Identify the responsibilities of local, state, and national government
- Identify key leaders in each level of government and understand that they make decisions based on the well-being of the people who voted for them
- Recognize that people have different viewpoints
- Understand that a viewpoint, or point of view, gives someone's opinion on an issue
- Use key phrases to signal point of view, such as *I think, I feel,* and *in my opinion*
- Identify similarities and differences between two viewpoints

Activities & Standards

Suggested Activities

Vocabulary:

- Democracy, Represent, Representative, Liberty, Government

Documents:

- Constitution, Bill of Rights

Government:

- Congress, Representative, Bill, Veto, Mayor, Counsel, Governor

Branches of Government:

- Legislative Branches
- Judicial Branches
- Executive Branches
- Declaration of Independence

1. SW be given a graphic organizer to fill in outlining the pros and cons of being given HW. SW be assessed on their ability to see both sides of the issue and fill in a differentiated organizer with 2-4 reasons for each side. SW write an opinion piece using signal point of view phrases such as *I think, I feel, In my opinion...* to outline their personal point of view. SW be given a graphic organizer to plan their writing and the piece will be graded with an opinion rubric.

Resources & Strategies

Suggested Resources and Technology:

- https://www.congressforkids.net/books/bks_Constitution_billofrights.htm
- <http://www.historyforkids.net/bill-of-rights.html>
- www.raz-kids.com various books
- www.brainpopjr.com

Instructional Strategies / Opportunities to differentiate and accommodate for all learners:

- Modified performance based project
- Visuals
- Adjust vocabulary requirements based on ability
- Partner based work with high/med/low students

Social Studies

Grade: 4

Unit Strand: Map Skills /Geography

Time Frame: September - October

Summary: Map skills require students to utilize digital and print resources in order to measure and analyze information in multiple formats. Description requires definition of location, time zone, distance and spatial relationships contributing to cultural diffusion and economic interdependence.

Texts: Nystrom Junior Geographer Atlas
Harcourt Social Studies/ 4th grade New Jersey edition

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Use of digital tools, atlases, globes and maps
 - Navigation and interpretation of various map formats
 - Identify landforms/bodies of water
 - Determine global address of cities

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork
- Collaborative projects

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Utilize latitude and longitude and digital tools to determine location and time zone.
- Define landforms and identify images of each.
- Identify the impact of landforms, weather and climate on individuals.
- Analyze spatial relationships contributing to cultural

Essential Questions:

- How and why do we use different types of maps?
- How do we characterize physical and human properties of land?
- How can we use tools to analyze and describe the Earth?
- What impacts can location have on culture and economics?

<p>diffusion and economic interdependence.</p> <ul style="list-style-type: none"> • Compare and contrast the physical features, landforms and regions in NJ with the rest of the United States and the world. 	
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Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none"> • Read leveled text and identify landforms and bodies of water using close reading strategies • Make a map of an amusement park or historical site • Latitude and Longitude games/contests • Categorize landforms and bodies of water • Content of class conversation and questions, answers • Use google Earth to locate places of interest • Participate in songs and movement to develop a deeper understanding of key concepts • Play “Around the World” with state fact cards 	<p>Related Standards Covered:</p> <ul style="list-style-type: none"> • (6.1.4.B.1) • (6.1.4.B.2) • (6.1.4.B.3) • (6.1.4.B.4)
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> • Google Earth • Google Classroom • Nystrom Junior Geographer Atlas • Globes, maps, compasses • You Tube • Smarty Pins game • Harcourt Social Studies/ 4th grade New Jersey edition text • Brainpop 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Modified assessments • Small group instruction • Modified assignments • Strategic pairing of students • Leveled text • Kinesthetic, auditory, and visual participation
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Social Studies

Grade: 4

Unit Strand: New Jersey's Land & Early People

Time Frame: November - December

Summary: Understand features of New Jersey in both past and present times & recognize how New Jersey played an important role throughout. Discuss New Jersey land early people to develop greater understanding of our state. Trace history, cultures and peoples of the land by evaluating cultures through their location, characteristics, movement, and relationships.

Texts: Harcourt Social Studies/ 4th grade New Jersey edition

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Create a postcard describing a specific region of New Jersey
 - Use knowledge of Native American culture to write a legend

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Identify each region of New Jersey including important characteristics of each such as the use and distribution of land.
- Describe the climate and natural resources of New Jersey.
- Identify Native American influences still found in New Jersey today.

Essential Questions:

- What are the main regions of land in New Jersey?
- How does New Jersey's climate and natural resources contribute to early people's desire to live here?
- Who were New Jersey's early peoples and how did they live?
- How are the influences of Native

	Americans manifested in New Jersey's regions?
Activities & Standards	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Use main idea/supporting details graphic organizers to summarize sections • Compare/contrast climate in regions • Brainstorm natural vs man made resources • Present student created postcards describing regions of New Jersey • Pass artifact bags for student groups to hypothesize items' uses • Dramatize Native American legends (plays) 	<p>Related Standards Covered:</p> <ul style="list-style-type: none"> • (6.1.4.B.4) • (6.1.4.B.5) • (6.1.4.B.6) • (6.1.4.B.7) • (6.1.4.B.8) • (6.1.4.D.2) • (6.1.4.D.10)

Resources & Strategies	
<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> • School House Rock Videos • Google Classroom • You Tube • Native American skits • Old, unusual items for artifact bags • Brochures/maps on places of interest in New Jersey • Music Together CD –The Earth is Our Mother song 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Modified assessments • Small group instruction • Modified assignments • Strategic pairing of students • Leveled text • Kinesthetic, auditory, and visual participation

Social Studies

Grade: 4

Unit Strand: Exploration/Colonization

Time Frame: January-February

Summary: Identify how and why European explorers came to North America. Learn about early European settlements and colonial life in New Jersey.

Texts: Harcourt Social Studies/ 4th grade New Jersey edition, Samuel Eaton's Day, Sarah Morton's Day

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Students create a step book about colonial life
 - Timeline
 - Cause/Effect review sheet
 - Venn Diagram

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork
- Notebook review

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Explain why different European groups came to North America.
- Describe European settlements in New Jersey and how settlement affected the Lenape.
- Discuss reasons why various groups immigrated to New Jersey.
- Explain how religion was a factor in the settlement of New Jersey.
- Describe life in the English colony of New Jersey

Essential Questions:

- Why did Europeans come to North America?
- How did European settlements affect the Lenapes?
- How did New Jersey become an English colony?
- How was colonial life different than life today?

Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none"> • Use cause/effect graphic organizers to summarize sections • European Exploration ipad app • Create a Venn Diagram of early European settlement groups • Create a timelines of your life • Read aloud Sarah Morton’s Day • Read aloud Samuel Eaton’s Day • View and discuss Plymouth Plantation video • Create & present step books to the class 	<p>Related Standards Covered:</p> <ul style="list-style-type: none"> • (6.1.4.A.14) • (6.1.4.C.2) • (6.1.4.C.4) • (6.1.4.C.14) • (6.1.4.D.1) • (6.1.4.D.2) • (6.1.4.D.3) • (6.1.4.D.4) • (6.1.4.D.14)
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> • European Exploration ipad app • Plymouth Plantation video • Sarah Morton’s Day • Samuel Eaton’s Day • Historical maps • Songs that Teach History CD-exploration song 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Modified assessments • Small group instruction • Modified assignments • Strategic pairing of students • Leveled text • Kinesthetic, auditory, and visual participation
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Social Studies

Grade: 4

Unit Strand: Revolutionary War/Constitution/Early
Statehood

Time Frame: March - late April

Summary: Identify why the colonists wanted independence from Great Britain. Learn how and why the United States Constitution was written. Analyze reasons for changes in New Jersey's Constitution. Interpret historical changes in New Jersey's demographics and economics.

Texts: Harcourt Social Studies/ 4th grade New Jersey edition, Sites of the American Revolution, Historical Documents of New Jersey and the United States

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Road to the Revolution Timeline
 - Google Classroom Revolutionary War journal entry
 - Paper based essay citing 2 reasons why Constitution was written

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork
- Notebook review

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Describe events leading to the American Revolution.
- Identify the importance of our state and national Constitutions as governing bodies.
- Examine different points of view about representation in Congress.
- Use critical reasoning to explain the Boston

Essential Questions:

- What caused the American Revolution?
- How and why were our Constitutions written?
- What was "The Great Compromise"?
- What was the role of New Jersey in the American Revolution?
- How was Livingston important to the development of government?

<p>Massacre</p> <ul style="list-style-type: none"> • Explore New Jersey’s role in the Revolutionary War. • Describe the role of Livingston in New Jersey government development. • Explain how key people in the Revolutionary War contribute to the American heritage. • Defend patriots/loyalists during Revolutionary War • Debate civic issues from Newsela article 	<ul style="list-style-type: none"> • Who are some of the people who greatly influenced the Revolutionary War?
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Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none"> • Watch select Liberty Kids episodes noting roles of key persons • Examine Paul Revere’s etching of the Boston Massacre • Read & discuss poems depicting Revolutionary War events • Examine paintings of George Washington in battle • Learn historical songs • Create a timeline of events leading up to the Revolutionary War • Categorize patriots/loyalists • Examine copies of historic documents • Write a Revolutionary War journal entry on google classroom 	<p>Related Standards Covered</p> <ul style="list-style-type: none"> • (6.1.4.A.1) • (6.1.4.A.3) • (6.1.4.A.9) • (6.1.4.A.14) • (6.1.4.D.5) • (6.1.4.D.6) • (6.1.4.D.7) • (6.1.4.D.8) • (6.1.4.D.9) • (6.1.4.D.12) • (6.1.4.D.19) • (6.3.4.A.1) • (6.3.4.D.1)
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> • Songs that Teach American History and School House Rock CDs • Sites of the American Revolution • Poems describing Revolutionary War events • Google Classroom • You Tube • Painting of George Washington in battles • Declaration of Independence For Kids • Copies of Colonial artifacts • We the Kids 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Modified assessments • Small group instruction • Modified assignments • Strategic pairing of students • Leveled text • Kinesthetic, auditory, and visual participation
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Social Studies

Grade: 4

Unit Strand: Inventions/New Jersey Today

Time Frame: late April - Mid May

Summary: Determine how inventors and inventions that took place in our history have impacted our state and nation. Interpret how needs and wants of individuals are affected by both scarcity and opportunity cost. Develop an active role of students as citizens and contributors to society's development through evaluation and analysis of government policies and local, state, and worldwide issues.

Texts: Harcourt Social Studies/ 4th grade New Jersey edition, Who Was Thomas Alva Edison?, Nonfiction texts about inventors/inventions, Articles on Human Rights and Local, National, and Global Issues

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Develop an action plan for a current local issue
 - Chart analysis of the author's motivation for writing Who Was Thomas Alva Edison?
 - Create a recycled robot

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork
- Small group project

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Define and provide examples of opportunity cost, scarcity, needs and wants.
- Identify & discuss inventors/inventions in transportation and communication that affected New Jersey/ the USA.
- Explain the importance of transportation and communication developments on our society.

Essential Questions:

- How can you compare and contrast needs and wants?
- Who are important inventors and how did their inventions impact society in the past and present?
- How did transportation and communication develop over time?
- What are the key characteristics of New Jersey's cities and how may the cities cultures be different?
- What impacts does citizenship have on

<ul style="list-style-type: none"> • Describe how transportation, industry, and inventions changed the economy of New Jersey. • Explain the growth of cities in New Jersey, as a shift from a predominantly agricultural economy • Compare and contrast cities and cultural differences • Discuss the ways citizens influence public policy on equal rights. • Describe recent challenges for people in New Jersey. • Demonstrate knowledge of civil responsibility and rights. • Recognize the impacts of diversity and culture on social and government relationships at state, national, and global levels. 	<p>existing government policy?</p> <ul style="list-style-type: none"> • How do global relationships strengthen our understanding for civic responsibility? • How do we identify qualities of leadership?
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Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none"> • Cause and Effect reading and comprehension questions • Interpret a timeline of New Jersey • Hypothesize how cultural exchanges within various New Jersey groups affected our way of life • Apply character education experience to current human rights issues • Design a robotic solution to an environmental problem • Locate major NJ cities on various types of maps & discuss with small group. 	<p>Related Standards Covered:</p> <ul style="list-style-type: none"> • (6.1.4.A.11) • (6.1.4.A.15) • (6.1.4.A.16) • (6.1.4.B.9) • (6.1.4.B.10) • (6.1.4.C.1) • (6.1.4.C.3) • (6.1.4.C.5) • (6.1.4.C.8) • (6.1.4.C.12) • (6.1.4.C.17) • (6.3.4.A.3) • (6.3.4.B.1)
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> • The Great Inventors video • You Tube • Newsela • Google Classroom • School House Rock DVD • Various types of New Jersey maps 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Modified assessments • Small group instruction • Modified assignments • Strategic pairing of students • Leveled text • Kinesthetic, auditory, and visual participation
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Social Studies

Grade: 4

Unit Strand: Government/Immigration

Time Frame: Mid-May - EOY

Summary: Investigate government development and progression as well as current policies shaping American beliefs. Examine waves of immigration and reasons for emigrating.

Texts: Harcourt Social Studies/ 4th grade New Jersey edition , Historic Documents of New Jersey and the United States, Constitutionally New Jersey, Bill of Rights Bulletin, From There to Here

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Compare and Contrast branches at different levels of government
 - Trace the path of a bill to a law

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Define Constitution and Bill of Rights while developing an understanding of past and present beliefs.
- Recognize process for developing and changing laws.
- Define the three branches of government and relationships with checks and balances.
- Identify & evaluate local and national leadership roles and processes.
- Describe New Jersey's economic resources and how their uses have changed over the years
- Discuss the immigrants and migrant workers who

Essential Questions:

- How do we define fairness and equality?
- What is the process from a bill to a law?
- How does each branch/level of government interact?
- What are opportunity cost, and scarcity?
- Why does immigration result from both positive and negative relationships at global levels?
- What arises from cultural conflict?
- How do we maintain and honor traditions in a developing society?

<p>helped New Jersey's development</p> <ul style="list-style-type: none"> Analyze trends and cause and effect relationships in immigration and cultural relationships Compare and contrast voluntary versus involuntary movement of peoples over time/for different reasons Explore the immigrant experience at Ellis Island Understand that culture is a collaborative process that utilizes a multitude of identities 	
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Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none"> Compose an essay comparing the different branches/levels of government Complete activities of choice in Constitutionally New Jersey, the Bill of Rights Bulletin, and the State House Packet Explore My Congress & Presidents apps on ipads Brainstorm as a class how we and family members participate in local and global economies View and discuss Molly's Pilgrim and Immigration to the United States videos Play charades with idioms to simulate communicating w/o knowing a language Research and present a family trees. 	<p>Related Standards Covered:</p> <ul style="list-style-type: none"> (6.1.4.A.2) (6.1.4.A.4) (6.1.4.A.5) (6.1.4.A.6) (6.1.4.A.7) (6.1.4.A.8) (6.1.4.A.12) (6.1.4.A.13) (6.1.4.C.6) (6.1.4.C.7) (6.1.4.C.9) (6.1.4.D.13) (6.1.4.D.15) (6.1.4.D.16) (6.1.4.D.18) (6.1.4.D.20)
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> Constitutionally New Jersey and Bill of Rights Bulletin magazines from NJSBF Google Classroom School House Rock and You Tube videos Molly's Pilgrim and Immigration to the United States videos State House puzzle packet completion 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> Modified assessments Small group instruction Modified assignments Strategic pairing of students Leveled text Kinesthetic, audio, and visual participation
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Social Studies

Grade: 5

Unit Strand: Geography

Time Frame: September

Summary: The five themes of geography with a fourth grade review.

Texts: Textbook resources, various online article sites

Assessments

Formal:

1. Unit Assessment
 - a. Paper-based quizzes and paper-based chapter test.

Performance Based:

- Google Doc. presentations.

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork
- Collaborative projects

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- identify unit terms and definitions through using context clues.
- (Mini-lesson on context clues)
- *identify hemispheres (guess the hemisphere game)
- *use a map key to label and identify location of crops.
- *write a description of the five themes of geography.

Essential Questions:

How does the environment shape how we live?

How can reading a map help me?

How can learning about the land and regions of the US help me understand America's history?

Activities & Standards

Suggested Activities

Related Standards Covered:

<ul style="list-style-type: none"> • Use Google Slides- Organization, Transitions, And Slideshow Features(Insert Backgrounds, Pictures, and Clips) • Use of Google Docs- Learn how to insert pictures with an activity involving 5 Themes of Geography. • Plays and songs about Geography regions. 5 Themes • Map searches 	<p>6.1.8.A.1.a, 6.1.8.B.1a,</p>
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Resources & Strategies	
<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> • Google tools <ul style="list-style-type: none"> ○ Earth ○ Docs ○ Classroom ○ Slides • Compass on tech device 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Pair & Share • Small group instruction • Differentiated leveled texts

Social Studies

Grade: 5

Unit Strand: Native Americans and Exploration

Time Frame: October/November

Summary: Students will learn about that European influence on the early Native Americans. Studying the roles of the Europeans and the early Native Americans with the development of North America.

Texts: Textbook resources, various online article sites

Assessments

Formal:

- Unit Assessment
 - Paper-based quizzes and paper-based chapter test.
- Performance Based:
 - Google Doc. presentations.

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork
- Collaborative projects

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

*Explain the reasons for European exploration in the 1400's-1600's.

*Analyze the relationship between European settlers and natives.

Essential Questions:

*How did European exploration in the 1400's-1600's impact North America?

*What happens when people with different cultures and ideas clash?

* Why is it important to use multiple sources when researching the past?

*Create a research report on a specific explorer using multiple sources (online and print).

Activities & Standards

Suggested Activities

- Research report of an explorer during the time period.
 - Use multiple sources

Related Standards Covered:

6.1.8.A.1.a, 6.1.8.B.1a

6.1.8.1.b, 6.1.8.C.1.a, 6.1.8.C.1.b, 6.1.8.D.1.a, 6.1.8.D.1.b, 6.1.8.D.1.c, 6.1.8.B.2.b, 6.1.8.D.2.a, 6.1.8.B.3.a

Resources & Strategies

Suggested Resources and Technology:

- Google tools
 - Earth
 - Docs
 - Classroom
 - Slides

Instructional Strategies / Opportunities to differentiate and accommodate for all learners:

- Pair & Share
- Small group instruction
- Differentiated leveled texts

Social Studies

Grade: 5

Unit Strand: Colonial America

Time Frame: November/ December

Summary: Students will learn how colonial settlement developed. Students will be able to compare and contrast how life is different today.

Texts: Textbook resources, various online article sites

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Makers Space colonial America
 - Brochure of colonies
 - Rubric grading

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- *Describe and explain the growth and development of the early American colonies.
- Compare and contrast early settlements from Jamestown, Plymouth and Roanoke.
- Research, explain and create a replica colonial village.

Essential Questions:

- *How is life today different from colonial life?
- *What happens when people with different cultures and ideas clash?

Activities & Standards

<p>Suggested Activities</p> <p>*Makerspace: Colonial America- students create different aspects of colonial life using “Makerspace” material. Students have choice in making a diorama</p> <p>*Online Websites to research colonial life</p> <p>*Google Drawing- To design their colonial village.</p> <p>Historic visual representations.</p>	<p>Related Standards Covered:</p> <p>6.1.8.A.2.a, 6.1.8.A.2.b</p> <p>6.1.8.A.2.a, 6.1.8.A.2.c, 6.1.8.B.2.a, 6.1.8.C.2.a, 6.1.8.C.2.b, 6.1.8.C.2.c, 6.1.8.D.2.</p>
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none">• Google Drawing• Google tools	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none">• Pair & Share• Small group instruction• Differentiated leveled texts• Options of project
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Social Studies

Grade: 5

Unit Strand: American Revolution

Time Frame January/February/March

Summary: Students will analyze key events leading up to the American Revolution and explain the key factors that allowed the American colonies to defeat Great Britain.

Texts: Textbook resources, various online article sites, Primary sources

Assessments

Formal:

1. Unit Assessment
2. Performance Based:

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

-Students create a sensory figure of a key contributor from the American Revolution time period.

*Students will learn the sequence of major events/causes that led to the American Revolution.

*Students will analyze primary sources and learn the difference between propoganda and biased information.

*Students will learn about multiple perspectives

Essential Questions:

*Students will be able to explain the reasons why the Americans defeated the British?

*How did the American Revolution start?

*Why was their mixed feelings about starting a revolution?

*Why is it important to understand if a source is biased?

<p>through a reenactment of the Boston Massacre trial</p> <p>*Be able to identify important American Revolution battles.</p>	<p>*How did the Continental Army defeat the British to win the American Revolution?</p> <p>*Was compromise an effective tool in drafting the Constitution? Why or why not?</p> <p>*Why is it important for Americans to understand the structure of our government?</p>
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Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none"> • -Learn about French and Indian War debate using two articles to draw conclusions. • -Analyze primary sources(images and different perspectives) of the Boston Massacre. • -American Revolution Learning Centers using online resources such as Britannica and Brainpop! <p>-Students create slideshow of Revolutionary War battles using textbook and online resources (Ducksters, Britannica).</p>	<p>Related Standards Covered:</p> <p>6.1.8.D.3.a, 6.1.8.D.3.b, 6.1.8.D.3.d, 6.1.8.D.3.e, 6.1.8.B.3.d, 6.1.8.D.3.f, 6.1.8.D.3.c, 6.1.8.C.3.a, 6.1.8.B.3.c, 6.1.8.B.3.d</p>
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> • Google tools <ul style="list-style-type: none"> ○ Earth ○ Docs ○ Classroom ○ Slides 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Pair & Share • Small group instruction • Differentiated leveled texts • Options of project
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Social Studies

Grade: 5

Unit Strand: New Nation

Time Frame: March and April

Summary: Students will analyze the creation of the United States government. They will analyze the ideals of the founding documents.

Texts: Textbook resources, various online article sites, Primary sources

Assessments

Formal:

1. Unit Assessment
2. Performance Based:

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Students will understand the importance of the Articles of Confederation, *Declaration of Independence, Constitution and Bill of Rights.
- Students will overview the Gettysburg Address and Emancipation Proclamation.

Essential Questions:

*Was compromise an effective tool in drafting the Constitution? Why or why not?

*Why is it important for Americans to understand the structure of our government?

Activities & Standards

Suggested Activities

- Analyze and discuss the founding documents

Related Standards Covered:

<ul style="list-style-type: none"> Students create a mock convention and compare/contrast it to the Constitutional Convention. 	6.1.8.A.3.b, 6.1.8.A.3.c, 6.1.8.A.3.d, 6.1.8.A.3.g, 6.1.8.B.3.b
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Resources & Strategies	
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<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> Google tools <ul style="list-style-type: none"> Docs Classroom Slides 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> Pair & Share Small group instruction Differentiated leveled texts Options of project Modify requirements for mock convention based on ability
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Social Studies

Grade: 5

Unit Strand: A Nation Grows

Time Frame: May/June

Summary: Students will learn the economic, political and social reasons why the United States expanded westward.

Texts: Textbook resources, various online article sites, Primary sources

Assessments

Formal:

- Unit Assessment
- Performance Based:

Informal

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Describe how the United States acquired territory in Louisiana, Florida, Texas, Oregon, and the Southwest.
- Explain how native peoples were affected by the westward expansion of the United States.
- List factors that encouraged Chinese immigrants, Forty-Niners, Mormons, and Oregon pioneers to settle in the West.

Essential Questions:

- *How did Westward expansion affect the lives of different settlers(Natives, Americans, etc..)
- *How did Americans justify Westward Expansion?

Activities & Standards

Suggested Activities:

- Create a board game with questions based upon the unit.
- A student journal of Lewis and Clark's expedition.

Related Standards Covered:

6.1.8.A.4.a, 6.1.8.A.4.b, 6.1.8.A.4.c,
6.1.8.B.4.a, 6.1.8.B.4.b, 6.1.8.A.5.a

Resources & Strategies

Suggested Resources and Technology:

- Create a Podcast
- Google tools
 - Docs
 - Classroom
 - Slides

Instructional Strategies / Opportunities to differentiate and accommodate for all learners:

- Pair & Share
- Small group instruction
- Differentiated leveled texts
- Options of project
- Adjust board game requirements as needed

Social Studies

Grade: 6

Unit Strand: Industrial Revolution and Immigration

Time Frame: September – October

Summary: Identify how industrialization increased the speed of change.

Texts:

Various primary sources

Counting on Grace

Prentice Hall *America: History of Our Nation*

Immigrant Kids

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Inventions Project
 - Political Cartoon Immigration Analysis

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Identify inventions and inventors that changed the way Americans lived.
- Describe the advances that revolutionized transportation.
- Describe how new business methods helped American industry grow.
- Compare and contrast the practices used by leaders of Titans of Industry.
- Summarize how working conditions changed as industry grew.
- Describe workers' efforts to organize during the Industrial Revolution.
- Read for meaning.
- Differentiate and analyze primary and

Essential Questions:

- How did industrialization increase the speed of change?
- What conditions spurred the growth of industry?
- What were the causes and effects of the rapid growth of cities?
- How was the experience of immigrants both positive and negative?

<p>secondary sources to gain various perspectives.</p> <ul style="list-style-type: none"> • Identify the problems city dwellers faced and the efforts to improve city life. • Identify the reasons immigration to the United States increased in the late 1800s. • Summarize the challenges immigrants faced while trying to assimilate to American life. 	
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Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none"> • Compare and contrast the experiences of two child laborers • Read the Triangle Shirtwaist Fire play • Emma Lazarus’ “New Colossus” Skit • Immigration map activity • Immigrant letter 	<p>Related Standards Covered:</p> <p>6.1.12.A.3.f, 6.1.12.D.3.b, 6.1.12.D.3.d, 6.1.12.B.5.b, 6.1.12.C.5.a, 6.1.12.C.5.c, 6.1.12.D.5.a, 6.1.12.D.5.b, 6.1.12.D.5.d</p>
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> • Google tools • Newsela • Achieve3000 • Brainpop! 	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Varied rubrics • Modified writing tasks • Modified assessments
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Social Studies

Grade: 6

Unit Strand: WWI Leads to the Roaring Twenties

Time Frame: mid-October - November

Summary: Identify how the nation reacted to change in the 1920s.

Texts:

Prentice Hall *America: History of Our Nation*

Various primary sources

Poems written during the Harlem Renaissance

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Famous Individuals Research Project
 - Primary Source Advertisement Analysis

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Describe the U.S. policy of isolationism.
- Identify the origins, importance, and spread of the jazz musical style.
- Explain how new literature styles described American society in a new, more critical way.
- Research and write explanatory texts about the famous individuals of the 1920s.
- Identify the causes and effects of the industrial boom that occurred in the 1920s.
- Read for meaning.
- Analyze poems written during the Harlem Renaissance.

Essential Questions:

How did the nation react to change in the 1920s?

What problems at home and abroad challenged the nation after WWI?

What economic problems threatened the economic boom of the 1920s?

Activities & Standards

Suggested Activities

Related Standards Covered:

<ul style="list-style-type: none"> • Newsela • Write your own “I Too,” Poem • Consumerism Skit 	<p>6.1.12.A.8.a, 6.1.12.A.8.c, 6.1.12.C.8.a, 6.1.12.C.8.b, 6.1.12.D.8.a, 6.1.12.D.8.b</p>
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Resources & Strategies	
<p>Suggested Resources and Technology:</p> <p>Google tools <i>Newsela</i> <i>Achieve3000</i></p>	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Modified assessments • Modified rubrics

Social Studies

Grade: 6

Unit Strand: The Great Depression and the Dust Bowl

Time Frame: November - December

Summary: Identify how the Great Depression affect the American people and change the role of government.

Texts:

Prentice Hall *America: History of Our Nation*

Out of the Dust

Various primary sources

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Analysis of a painting
 - Argumentative essay on Earhart
 - Research Project on New Deal
 - Literary Analysis

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will . . .

- Read for meaning.
- Understand how the Depression affected Americans.
- Identify the conditions in which FDR was able to win the 1932 presidential election.
- Explain what the New Deal was and how it tried to promote economic recovery.
- Identify obstacles and criticisms faced by the New Deal.
- Explain how the Depression and the

Essential Questions:

How did the Great Depression affect the American people and change the role of government?

Why did the economy collapse after the stock market crash?

<p>New Deal affected women and African Americans.</p> <ul style="list-style-type: none"> • Identify the causes and effects of the Dust Bowl. • Identify the legacies of the New Deal. • Construct arguments for and against the New Deal. • Write informational text on the New Deal agencies. • Analyze primary and secondary sources to gain various perspectives. • Write an argument focused on discipline-specific content. • Analyze poetry. • Write a literary analysis of a poem. 	
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Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none"> • Read letters written to Mrs. Roosevelt • Write their own letter to Mrs. Roosevelt from the perspective someone living during the Great Depression • write a poem from Billie Jo’s point of view • Map work • Make a postage stamp commemorating the New Deal 	<p>Related Standards Covered:</p> <p>6.1.12.A.9.a, 6.1.12.B.9.a, 6.1.12.C.9.a, 6.1.12.C.9.b, 6.1.12.C.9.c, 6.1.12.C.9.d, 6.1.12.D.9.a, 6.1.12.D.9.b, 6.1.12.D.9.b, 6.1.12.A.10.b, 6.1.12.A.10.c, 6.1.12.B.10.a, 6.1.12.C.10.a, 6.1.12.C.10.b, 6.1.12.D.10.a, 6.1.12.D.10.b, 6.1.12.D.10.c, 6.1.12.D.10.d</p>
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <p>Google tools Newsela Achieve 3000</p>	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Modified assessments • Modified rubrics
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Social Studies

Grade: 6

Unit Strand: World War II

Time Frame: January - February

Summary: Identify the causes and effects of World War II.

Texts:

Prentice Hall *America: History of Our Nation*

Number the Stars

Hiroshima: A Novella

Various primary sources

Assessments

Formal:

1. Unit Assessment
2. Performance Based:
 - Truman's Decision (argumentative writing)
 - Dictator Research Project
 - Letter from the Home Front

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings

Learners will:

- Compare and contrast government under totalitarian dictators and democracy.
- Understand how World War II began in Europe.
- Explain why the United States entered the war and strengthened its ties with the Allies.
- Research various minority groups that contributed to the U.S. war effort.
- Identify the ways in which the United States built its military and converted its economy to meet wartime needs.

Essential Questions:

What were the causes and effects of World War II?

How did the United States move from neutrality to full involvement in the war?

How did the home front respond to American participation in the war?

<ul style="list-style-type: none"> • Explain how World War II affected Japanese Americans and other groups of people at home. • Develop higher level understanding of the techniques propaganda employs • Understand what the Resistance Movement was as they further their understanding of the Holocaust • Analyze primary and secondary sources to gain various perspectives. • Write an informative text on the actions of the home front to support the war effort. • Write an argument for or against the use of the atomic bomb. • Evaluate text structure and read for meaning. 	
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Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none"> • Venn diagram comparing democracy and dictatorship. • Map activities on both fronts 	<p>Related Standards Covered:</p> <p>6.1.12.A.11.b, 6.1.12.A.11.c, 6.1.12.A.11.d, 6.1.12.A.11.e, 6.1.12.B.11.a, 6.1.12.C.11.a, 6.1.12.C.11.b, 6.1.12.D.11.a, 6.1.12.D.11.b, 6.1.12.D.11.c, 6.1.12.D.11.d, 6.1.12.D.11.e</p>
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <p>Google tools <i>Newsela</i> <i>Achieve 3000</i> http://www.readwritethink.org/files/resources/interactives/venn_diagrams/</p>	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> • Modified assessments • Modified rubrics
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Social Studies

Grade: 6

Unit Strand: The Cold War

Time Frame: February - March

Summary: Examine the key foreign and domestic issues that affected the United States after World War II.

Texts:

Prentice Hall *America: History of Our Nation*

Various primary sources

Assessments

Formal:

- Unit Assessment
- Performance Based:
- Letter to the President

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will:

- Identify how the United States tried to limit the spread of communism.
- Identify the problems of the postwar economy.
- Explain how the situation in Korea became the Korean War, the first military conflict of the Cold War.
- Explain how the Cold War turned into an arms race.
- Explain why Cuba became a crisis spot during the Cold War.
- Analyze primary and secondary sources to gain various perspectives.
- Write an argument for or against invasion of Cuba.
- Read for meaning.

Essential Questions:

What key foreign and domestic issues affected the United States after World War II?

How did the United States respond to the invasion of Korea and its aftermath?

How did the Cold War increase tensions around the world?

Activities & Standards

<p>Suggested Activities</p> <ul style="list-style-type: none"> Analyze a political cartoon Map work 	<p>Related Standards Covered:</p> <p>6.1.12.A.12.a, 6.1.12.A.12.b, 6.1.12.B.12.a, 6.1.12.C.12.a, 6.1.12.D.12.a, 6.1.12.D.12.b, 6.1.12.D.12.c, 6.1.12.D.13.e</p>
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Resources & Strategies

<p>Suggested Resources and Technology:</p> <ul style="list-style-type: none"> Google tools <i>Newsela</i> <i>Achieve3000</i> <p>https://www.civilrightsmuseum.org/</p>	<p>Instructional Strategies / Opportunities to differentiate and accommodate for all learners:</p> <ul style="list-style-type: none"> Modified assessments Modified rubrics
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Social Studies

Grade: 6

Unit Strand: The Vietnam War Era

Time Frame: April - June

Summary: Identify the causes and effects of the Vietnam War.

Texts:

Prentice Hall *America: History of Our Nation*

Casualties of War

Various primary sources

Assessments

Formal:

- Unit Assessment
- Performance Based:
 - Gallery Walk
 - Song Project
 - Journal Entry

Informal:

- Teacher observations
- Class discussions
- Class participation
- Classwork

Goals & Results

Overarching Goals/ Enduring Understandings:

Learners will:

- Explain how Vietnam became a focus of conflict after World War II.
- Identify why the United States was concerned about developments in Vietnam.
- Describe how Johnson widened the war in Vietnam.
- Compare and contrast the war in Vietnam with other conflicts Americans were involved in.
- Describe how the war divided Americans at home.
- Explain how fighting in Vietnam came to an end.
- Describe the long-term impact of the Vietnam War on Southeast Asia and the United States.
- Analyze primary and secondary sources to gain various perspectives.
- Write informational text.
- Read for meaning.

Essential Questions:

What were the causes and effects of the Vietnam War?

How did the demands of greater involvement in the Vietnam War divide the nation?

What were the causes and effects of American withdrawal from Vietnam?

Activities & Standards

Suggested Activities

- Venn diagram
- Write a poem
- Map activities

Related Standards Covered:

6.1.12.D.12.d, 6.1.12.D.12.e

Resources & Strategies

Suggested Resources and Technology:

Google tools
Newsela
Achieve3000

Instructional Strategies / Opportunities to differentiate and accommodate for all learners:

- Modified rubrics
- Modified assessments

Standard 9 21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

21st Century Themes

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and

expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiation Strategies

Students with Disabilities/ Students at Risk of School Failure

(For students with disabilities, appropriate accommodations, instructional adaptations, and/or modifications should be determined by the IEP or 504 team)

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Give repetition and practice exercises
- Model skills/techniques to be mastered
- Give extended time to complete class work
- Provide copy of class notes
- Determine if preferential seating would be beneficial
- Provide access to a computer
- Provide copies of textbooks for home
- Provide access to books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication

Modifications for Homework and Assignments

- Provide extended time to complete assignments
- Break down assignments
- Provide the student with clearly stated (written) expectations and grading criteria for assignments

Modifications for Assessments

- Provide extended time on classroom tests and quizzes
- Provide alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations /modifications for assessments

Differentiation Strategies

Gifted and Talented

(content, process, product and learning environment)

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Allow team-teaching opportunities and collaboration
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Design surveys to generate and analyze data to be used in discussion.
- Use Higher-Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered

Modifications for Homework/Assignments

- Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Provide extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Interdisciplinary Connections

Social Studies is a unified body of knowledge whose concepts build upon each other. Connecting social studies concepts includes linking ideas to related ideas learned previously. Social studies events have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable

students to think critically and systematically about local, regional, national, and global issues.

Social studies and language arts should complement each other in literature as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through literature.