Pacing Guide For Social Studies Curriculum

Grade 2nd

Topic	Marking Period	Number of Days
Civics, Government and Human Rights: Civics and Political Institutions	1	8
Civics, Government and Human Rights: Participation and Deliberation	1	8
Civics, Government and Human Rights: Processes and Rules	1	7
Civics, Government and Human Rights: Civic Mindedness	1	5
Geography, People and the Environment: Human Environment Interaction	2	5
Geography, People and the Environment: Global Interconnections	2	10
Economics, Innovation and Technology: Economic Ways of Thinking	2	5
Economics, Innovation and Technology: Global Economy	3	11
History, Culture and Perspectives: Continuity and Change	4	8
History, Culture and Perspectives: Understanding Perspectives	4	8
History, Culture and Perspectives: Historical Sourcing and Evidence	4	5
Civics, Government and Human Rights: Participation and Deliberation	1,.2	5
Geography, People and the Environment: Global Interconnection	3	10

Grade: 2nd grade

Standard: 6.1.2	**Content Topic:** Civics, Government, and Human Rights: Civics and Political Institution

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Civics DP.1	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices)	Explain how the national symbols reflect on American values and principles.	2nd grade Social Studies Curriculum: Democracy and Government ● Rd aloud each symbol book from ´All About American Symbols Series´ for engagement prior to each symbol. ● American Symbols:https://www.youtube.com/watch?v=iLRHx0f7YIo ● ● Rd aloud American Symbols passage. Students annotate the passage for important facts. Use the facts about each symbol for their individual symbol books. ● Symbols match,drag and drop, insert pics google classroom activity
6.1.2.Civics DP3	The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices)	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identify.	Mt. Rushmore: https://www.youtube.com/watch?v=fApIefqUvSo Washington Monument: https://www.youtube.com/watch?v=j6X-EqGii0k US Capital: https://www.youtube.com/watch?v=o2WRP-U7630 Lincoln Memorial: https://www.youtube.com/watch?v=YZIJTWX2xq8 Statue of Liberty:https://www.youtube.com/watch?v=usHRc7G0gVo

			Liberty Bell:https://www.youtube.com/watch?v=nkUM9Z_9oLA

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Google Classroom Activity	Symbol book	2nd grade Social Studies Curriculum: Democracy and Government Scholastic News 2 America is… by Stacey Schett All About American Symbols Series Symbols Google Classroom activity

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
https://www.youtube.com/watch?v=nkUM9Z_9oLA Chromebooks	ELA Reading and Writing

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	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.

Standard: 6.1.2	**Content Topic:** Civics, Government and Human Rights: Participation and Deliberation

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Civics PD.1	When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions	Ask students what government officials are voted into government. Read 'Voting' by Sarah DeCapua. Discuss that citizens only vote for government officials in the executive and leg. branches. Lead the class in noticing that the judicial branch does not have elected officials but they are appointed by the president. Discuss why it is important for citizens to be informed before voting. Students will make their own Vote Flap Book. Use the included reasons we vote. Students will glue them onto each flap. Finally have students create a voters registration card that they will use next week.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Voters Flap Book	KWL chart Pre / post test	Voting by Sarah Decapua Branches of Government

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Chromebooks Youtube videos about branches of government	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard: 6.1.2	**Content Topic:** Civics, Government, and Human Rights: Processes and Rules

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Civics PR.2	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities	• Students will share laws they know while the teacher records their responses. • Watch a short video 'Teaching Laws, Rights, and Responsibilities to Kids' • Reread each law on the anchor chart stopping to discuss it and tell why it is important. • Show law cards on smart board. Read aloud and discuss. • Challenge students to place their cards on the table under the headings: safety, order, and equality. • Discuss each law card and where it was placed.
6.1.2.Civics PR.3	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.	Analyze classroom rules and routines and describe how they are designed to benefit the common good.	• Lead the class in a discussion about responsibilities. Challenge them to think of some responsibilities that citizens have. • Read "What If Everybody Did That? by Ellen Javernick. Discuss with students the responsibilities of the character in the book. List on anchor chart. • Read the mini-book "Citizens have Responsibilities". Discuss the importance of these responsibilities. • Rights/Responsibility sort (independently or as a group)
6.1.2.Civics PR.4	Processes and rules should be fair, consistent, and respectful of the human rights of all people.	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.	• Complete a follow-up activity about Citizens Rights and Responsibilities in Google Slides. Students will be dragging and dropping to complete the activity

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Law charts Discussion	Google Slides- rights and responsibilities	Video- Laws, Rights and Responsibilities Book- What if Everybody did that? Citizens have responsibilities

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Video- Teaching Laws, Rights and Responsibilities to Kids	ELA Technology

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard: 6.1.2	**Content Topic:** Civics, Government, and Human Rights: Civic Mindedness

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.Civics CM.2	Certain character traits can help individuals become productive members of their community	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g, open-mindedness, compassion, civility, persistence)	Display the word 'citizen'. Ask students to share what they already know (schema) about citizens and add it to the chart. Read "Citizens" to the class stopping at important vocabulary to infer the meaning and define it. Discuss what students learned about citizens that they can now add to the chart. Review vocabulary, having students use the words in different sentences to understand meaning. Students will then add vocabulary definitions write a sentence using that word into their flip books. Display definitions for students to copy.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at diseach grade level)
Vocabulary sentences discussion	KWL- citizen Flip books	Video- Laws, Rights and Responsibilities Book- What if Everybody did that? Citizens have responsibilities

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Video- Laws, Rights and Responsibilities chromebooks	ELA Technology

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard: 6.1..2	**Content Topic:** Geography, People, and the Environment: Human Environment Interaction

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.GeoHE.1	Environmental characteristics influence the how and where people live.	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region	Students will take virtual trip tto each continent using powerpoint slides and National Geographic Kids Destination Worlds. Use a map to locate the continent and students will share what they know on an anchor chart. Then make a list of questions that they would like to learn about that continent. Watch ´Nat Geo Kids Destination Worlds: on that continent Students will use their Continents booklet to add 1-2 facts they learned that lesson. Finish the power point together to add yet another 1-2 facts to their book.
6.1.2.GeoHE.2	Environmental characteristics influence the how and where people live	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs)	Share youtube video 'Transport and Communication' for student engagement and to access prior knowledge. After video discuss how the development of transportation(boats, cars, planes) and communication (Mail, radio, phone, internet) have impacted the movement of goods and people around the world. Place the communication cards on the board and pass out the situation cards to 4 students. Each student will read the situation card aloud and together choose which form of communication would best fit that situation and why. Then do the same for the transportation situation cards. Students will then take their Quiz (Refection Sheet p. 5).
6.1.2.GeoHE.4	Environmental characteristics influence the how and where people live	Investigate the relationship between the physical environment of a place and the	See 6.1.2.Geo HE.4

		economic activities found there	

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Quiz reflection sheet Powerpoint	Powerpoint	National Geographic- Kids Destination World Continents Book

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
National Geographic- Kids, Destination World	ELA Science

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	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.

Standard: 6.1.2	**Content Topic:** Geography, People and the Environment: Global Interconnections

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.GeoGL.2	Global interconnections occur between human and physical systems across different regions of the world.	Use technology to understand the culture and physical characteristics of regions	Use Google Earth and Nat Geo Kids Destination Worlds: Continents to further understand the culture and physical characteristics of continents.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Discussion Exploration	Continents Powerpoint	Google Earth National Geo Kids Destination Worlds

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Earth National Geo Kids Destination Worlds	ELA Science

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Standard: 6.1.2	**Content Topic:** Economics, Innovation and Technology: Economic Ways of Thinking

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.EconET.5	Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g, saving, spending, acquiring debt, investing)	Describe how local and state governments make decisions that affect individuals and the community	Read the card for each branch and discuss their responsibilities and duties. Watch a short video about each branch of government. Read the job cards and as a class determine which branch is responsible for that job. Sort as a class first and then students will sort individually.

			Watch a short video to further learn about each branch of government. Give each student a branch of government tree. Explain to students that the leaves will be used to describe the three branches of government and they will sort them on the tree. Check students work after sorting then allow them to glue them on the tree.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Sorting branches of government	Branches of government tree	Video on branches of government

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Video on branches of government	ELA Art

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Standard: 6.1.2	**Content Topic:** Economics, Innovation and Technology: Global Economy

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.EconGE.1	There are benefits to trading goods and services with other countries	Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically	Watch the Youtube video ¨Producers and Consumers for Kids¨: https://www.youtube.com/watch?v=OAP_JlWLa4k Lead the class in making a list of all the goods and services they know producers could offer. Student will become producers today. They will each make a bracelet with a specific pattern. When finished discuss how much work goes into being a producer and the work is not done yet because they have to sell those items. Lead the class in deciding on a fair price to sell their product, depending on the pattern or workmanship. Discuss products produced in other countries that we are consumers of in the United States.

6.1.2.EconGE.2	There are benefits to trading goods and services with other countries	Explain why people in one country trade goods and services with people in other countries	Watch Bartering For Kids: https://www.youtube.com/watch?v=Cn1Ki4OVhTU for student engagement. DIscuss video and why bartering was used before currency/money. Further discuss the need for bartering to be able to get goods and services that they would need in order to live. Explain that bartering is still used today. Many people trade goods and services when it works out that both people have something that the other person wants. Then watch Bartering: https://www.youtube.com/watch?v=LfgVLxUN-mg to introduce how bartering is used today and what the disadvantages of bartering are. Close the lesson with examples of how we can or have used bartering today.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
List of service and goods Discussion	Bartering discussion	Bartering for kids Producers and Consumers for Kids Bartering

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Video- Bartering for Kids Bartering Producers and Consumers for Kids	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard: 6.1.2	**Content Topic:** History, Culture and Perspectives: Continuity and Change

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.History CC.1	Historical timelines put events in chronological order to help people understand the past	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time	• Read aloud "Have You Thanked an Inventor Today?" by Patrice McLaurin. Have students use their schema to access prior knowledge -KWL Chart. Share responses and add to anchor chart on smart board. • Watch 'American Inventors for Kids' from Kids Academy • Share responses and add them to the class anchor chart.

6.1.2.History CC.2	Historical timelines put events in chronological order to help people understand the past	Use a timeline of important events to make inferences about the “big picture” of history	● Read aloud "Inventors" Powerpoint. ● Teacher will lead the class in a discussion about how inventors can impact a nation, having students some examples ● Pass out interactive vocabulary flip page. Lead the students in defining each word into the book. Students will then write a matching sentence for each word.
6.1.2.History CC.3	Understanding the past helps to make sense of the present	Make inferences about how past events, individuals, and innovations affect our current lives	Watch 'Thomas Edison Biography for Kids' for student engagement and background knowledge. Encourage students to listen for at least 2 facts about Thomas Edison that they found interesting and jot them in their Inventor Journal on the page for him. Share facts that students added to their journal after the video. Then project the Thomas Edison page on the board and read aloud. Discuss that this is a secondary source because it was created by a person that did not experience Thomas Edison's life. Reread the Thomas Edison page more slowly for the second read. Student should add at least 2 more facts to their Thomas Edison Journal page.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Anchor Chart Vocabulary flip grid Thomas Edison fact sheet	KWL chart powerpoint	Have you thanked an inventor today? American Inventors for Kids Inventors Thomas Edison Biography for kids

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Video- American Inventors for Kids Thomas Edison Biography for kids	Science ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	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.

Standard: 6.1.2	**Content Topic:** History, Culture and Perspectives: Understanding Perspectives

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.History UP.1	Two or more individuals can have a different understanding of the same event	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event	• Project the Thomas Edison page on the board and read aloud. Discuss that this is a secondary source because it was created by a person that did not experience Thomas Edison's life. • Compare with a primary source: sample page from Thomas Edisonś journal
6.1.2.History UP.3	Respecting and understanding the views of others helps one learn about various perspectives, thoughts and cultures	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict	Read scholastic News Thematic Articles: Martin Luther King Jr.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Scholastic News quiz	Comparison between primary and secondary source	Thomas Edison Thomas Edison's Journal Scholastic News Thematic Articles

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Thomas Edison's Journal Scholastic News Thematic Articles	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm

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Standard: 6.1.2	**Content Topic:** History, Culture, and Perspectives: Historical Sourcing and Evidence

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.1.2.History SE.2	The nature of history involves stories of the past preserved in a variety of sources	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays)	Watch 'https://www.youtube.com/watch?v=RGK6nlE6hw0' for student engagement and background knowledge. Encourage students to listen for at least 2 facts about Benjamin Franklin, Thomas Edison that they found interesting and jot them in their Inventor Journal on the page for each. Share facts that

			students added to their journal after the video. Discuss his kite experiment. Then project the Benjamin Franklin page on the board and read aloud. Discuss that this is a secondary source because it was created by a person that did not experience Franklin's life. Reread the Ben Franklin page more slowly for the second read. Student should add at least 2 more facts to their Benjamin Franklin Journal page.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Benjamin Franklin Facts Inventor Journal	Inventor Journal comparisons	Benjamin Franklin Benjamin Franklin's journal

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Youtube video on Benjamin Franklin and Thomas Jefferson	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Standard: 6.3	**Content Topic:** Civics, Government and Human Rights: Participation and Deliberation

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.2.CivicsPD.1	When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard	With adult guidance and support, bring awareness of a local issue to school and / or community members and make recommendations for change	To discuss and participate in Thanksgiving food drive, red-ribbon week, the giving tree, etc.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Participation in food drive and community service	How do we give back? Community service journal	Red Ribbon week materials

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
chromebooks	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Standard: 6.3	**Content Topic:** Geography, People and the Environment: Global Interconnections

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.2.GeoGI.2	Global interconnections occur between human and physical systems across different regions of the world	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions	Watch video "Earth Day" to build background. Read and discuss the article Reduce, Reuse, Recycle. Answer the question that accompany the article in small groups and then come together to further discuss and share ways students chose to help save the earth. Students will then sort pictures under the correct category to show which items represent reduce, reuse, or recycle.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Article questions	Picture sort for reduce, reuse and recycle	Earth Day Reduce, Reuse, Recycle

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Earth day video	Science ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area.

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Content Topic: Amistad

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
The history of the African slave trade, slavery in America, the depth of their impact in our society, and the triumphs of African-Americans and their significant contributions to the development of this country is the proper concern of all people	https://readingagency.org.uk/resources/2622/ https://www.learningtogive.org/resources/other-side

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Questions Discussion	KWL	Little Leaders: Bold Women in Black History Understanding Segregation

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Researching True Leaders	ELA Art

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Content Topic: Holocaust

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
Goal: Each person is strengthened and enriched by the differences they find and accept in others. Objectives: The student should be able to: 1. Identify physical characteristics of themselves and others. 2. Identify cultural contributions of people of different backgrounds. 3. Demonstrate that s/he recognizes those contributions people give to one another. 4. Demonstrate an understanding of the affects of our words and actions on others. 5. Give examples of prejudice against individuals and groups. 6. Explain how prejudice hurts everyone and ways we all (individually, as a community, a nation, a world) suffer because of it. 7. Demonstrate an understanding that when a person or group is being bullied and hurt by others, that some people try to help those being hurt, some people do nothing, and some people will join the bullies. 8. Explain why people choose to think and to act in caring or in hurtful ways. 9. Demonstrate that s/he recognizes that each person must be responsible for the things s/he says and does. 10. Analyze ways in which people can stand up for what they believe is right and good. 11. Think about and explain ways that a person can be more thoughtful and considerate of others. 12. Explain the reasons that we must have rules and laws to help us live and work together in peace and harmony. 13. Demonstrate an understanding that not all rules and laws are good and how we must work together to make them better. v	https://www.nj.gov/education/holocaust/curriculumn/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Questions Discussion	KWL	Jingle Dancer by Cynthia Leitch Smith Nadia's Hands by Karen English Island of Skog by Stephen Kellog

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
https://www.nj.gov/education/holocaust/curriculumn/materials/docs/caring_makes_a_difference_K-4_%20curriculu	ELA

m_guide.pdf	

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Content Topic: Diversity and Inclusion

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.	-Uniquie Traits / Characteristics- You Be You! -Respecting Others- Everyone is Unique- How to be good friend -Respecting Other's Differences -Inclusion / Accepting Differences-friendships across race and economic status

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Discussion on friendship	Kindness Project	-Be You by Peter Reynolds -Our class is a family by Shannon Olsen -The Name Jar by Yangsook Choi -The Invisible Boy by Patrice Barton -The day you Begin by Jacqueline Woodson -Each Kindness by Jacqueline Woodson

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Chromebooks Youtube videos	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space -visual aids -audiobooks -small group instruction -graphic organizers -chunk content -multimodal	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm

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