**Pacing Guide For Social Studies Curriculum**

**Grade 3**

| Topic | Marking Period | Number of Days |
|---|---|---|
| Civics, Government and Human Rights: Civics and Political Institutions | 3rd grade- MP 1<br>4th grade- MP 2<br>5th grade- MP 3 | 3rd grade- 14 days<br>4th grade-14 days<br>5th grade- 20 days |
| Civics, Government, and Human Rights: Participation and Deliberation | 3rd grade- MP 1<br>4th grade-MP 2<br>5th grade-MP 3-4 | 3rd grade- 14 days<br>4th grade- 3 days<br>5th grade- 10-20 days |
| Civics, Government and Human Rights: Democratic Principles | 4th grade- MP1<br>5th grade- MP3 | 4th grade- 1 day<br>5th grade- 20 days |
| Civics, Government and Human Rights: Processes and Rules | 4th grade- MP 2<br>5th grade- MP 1 &3 | 4th grade- 4 days<br>5th grade- 6-10 days |
| Civics, Government and Human Rights: Human and Civil Rights | 3rd grade- MP 1 & 2<br>4th grade- MP 3<br>5th grade- MP 1-4 | 3rd grade- 14 days<br>4th grade-10 days<br>5th grade-5 days |
| Civics, Government and Human Rights: Civic Mindedness | 3rd grade-MP 2<br>5th grade- MP 3 | 3rd grade- 7 days<br>5th grade- 20 days |
| Geography, People and the Environment: Human Population Patterns | 3rd grade- MP 2<br>4th grade- MP 1<br>5th grade- MP 3-4 | 3rd grade- 7 days<br>4th grade- 14 days<br>5th grade- 10-20 days |
| Geography, People and the Environment: Spatial Views of the World | 3rd grade- MP 2<br>4th grade- MP 1<br>5th grade-MP 1 | 3rd grade- 14 days<br>4th grade-10 days<br>5th grade- 10 days |
| Geography, People, and the Environment: Human Environmental Interaction | 4th grade- MP 1 & 4<br>5th grade- MP 1-4 | 4th grade- 15 days<br>5th grade- 5- 10 days |
| Geography, People, and the Environment: Global Interconnections | 4th grade- MP 1<br>5th grade-MP 3-4 | 4th grade- 5 days<br>5th grade- 20-30 days |
| Economics, Innovation and Technology: Economic Ways of Thinking | 3rd grade- MP 3<br>5th grade- MP 1-4 | 3rd grade- 7 days<br>5th grade-5 days |
| Economics, Innovation and Technology: Exchange and Markets | 3rd grade- MP 3<br>5th grade- MP 1, 3, & 4 | 3rd grade- 15 days<br>5th grade- 15- 20 days |
| Economics, Innovation and Technology: National Economy | 3rd grade- MP 3<br>4th grade- MP 3 & 4<br>5th grade- MP 1-4 | 3rd grade-10 days<br>4th grade- 14 days<br>5th grade- 5 days |

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| Economics, Innovation and Technology: Global Economy | 3rd grade- MP 4<br>5th grade- MP 1-4 | 3rd grade- 10 days<br>5th grade- 15- 20 days |
| History, Culture, and Perspectives: Continuity and Change | 3rd grade- MP 4<br>4th grade- MP 2 & 3<br>5th grade- MP 1-3 | 3rd grade- 20 days<br>4th grade- 20 days<br>5th grade- 20-30 days |
| History, Culture, and Perspectives: Understanding Perspectives | 4th grade- MP 1 & 4<br>5th grade- MP 1-4 | 4th grade- 10 days<br>5th grade- 10 days |
| History, Culture, and Perspectives: Historical Sourcing and Evidence | 4th grade- MP 1<br>5th grade- MP 1, 3 & 4 | 4th grade- 3 days<br>5th grade- 15-20 days |
| History, Culture and Perspectives: Claims and Argumentation | 5th grade- MP 2 | 5th grade- 20 days |
| Civics, Government, and Human Rights: Participation and Deliberation | 4th grade- MP 3<br>5th grade- MP 1-4 | 4th grade- 5 days<br>5th grade- 5 days |
| Geography, People, and the Environment: Human Environment Interaction | 5th grade- MP 1-4 | 5th grade- 5 -10 days |
| Geography, People and the Environment: Global Interconnections | 5th grade- MP 3-4 | 5th grade- 10- 20 days |
| Economics, Innovation, and Technology: Economic Ways of Thinking | 5th grade- MP 1-4 | 5th grade- 5 days |
| Amistad | 3rd grade- MP 3<br>4th grade- MP 3<br>5th grade- MP3 | 3rd grade- 5 days<br>4th grade-5 days<br>5th grade- 5 days |
| Holocaust | 3rd grade- MP 4<br>4th grade- MP 4<br>5th grade- MP 4 | 3rd grade- 5 days<br>4th grade- 5 days<br>5th grade- 5 days |
| Diversity and Inclusion | 3rd grade- MP 1<br>4th grade-MP 1<br>5th grade-MP 1 | 3rd grade- 5 days<br>4th grade- 5 days<br>5th grade- 5 days |

| Standard:6.1.5 | Content Topic: Civics, Government, and Human Rights: Civics and Political Institutions |
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| Grade: 3rd |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics PL.2 | In a representative democracy, individuals play a role in how government functions | Investigate different ways individuals participate in government (e.g, voters, jurors, taxpayers) | -Chapter 7<br>-Rights and Responsibilities chart |
| 6.1.5.Civics PL.3 | In a representative democracy, individuals elect representatives to act on the behalf of the people | Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state and national levels. | -Chapter 8<br>-Make list of important individuals at each level of government and discuss their major roles.<br>-Role play town meeting<br>-Saving Soccer Reader's Theater |
| 6.1.5.Civics PL.4 | Levels of government (i.e., local, state, and federal) have different powers and responsibilities | Describe the services our government provides the people in the community, state and across the United States | -Chapter 8<br>-Town of Alpha Website-"scavenger hunt" -Hunt for services |
| 6.1.5.Civics PL.5 | Levels of government (i.e., local, state, and federal) have different powers and responsibilities | Explain how government functions at the local, county and state level | -Read Chapter 8<br>-Complete Web similar to Pg. 254 while progressing through the chapter. |
| 6.1.5.Civics PL.6 | Levels of government (i.e., local, state, and federal) have different powers and responsibilities | Distinguish the roles and responsibilities of the three branches of the national government | -Read Chapter 8 (240-241)<br>- Branches of Government mobile/craftivity. |
| 6.1.5.Civics PL.9 | Levels of government (i.e., local, state, and federal) have different powers and responsibilities | Research and compare the differences and similarities between the United States and other nations' governments, customs and laws | –Chapter 8, Core Lesson 4<br>-US Ambassador Writing Activity:Write a speech about the following: If you were a U.S. Ambassador, what would you tell people about your country? |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
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| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | -Social Studies-Communities-Houghton Mifflin<br>-Brain Pop Jr. and Learn 360 (related videos)<br>-Branches of Government by John Hamilton<br>-What is a Government by Ann-Marie Kishel<br>-totallythirdgrade.com branches of government song |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Website-Town of Alpha<br><br>Brain Pop Jr. Videos-Branches of Gov., Rights and Responsibilities<br><br>Learn 360-State Gov., The Constitution, The Judicial Branch, The Executive Branch | Art, ELA, Speaking and Listening |

| Grade: 4th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics PL.2 | In a representative democracy, individuals play a role in how government functions | Investigate different ways individuals participate in government (e.g, voters, jurors, taxpayers) | ● Role play - students vote for pool vs basketball<br>● Guest speaks to discuss their roles in government |
| 6.1.5.Civics PL.3 | In a representative democracy, individuals elect representatives to act on the behalf of the people | Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state and national levels. | ● Guest speaks to discuss their roles in government<br>● List the roles/jobs of the elected representatives |
| 6.1.5.Civics PL.4 | Levels of government (i.e., local, state, and federal) have different powers and responsibilities | Describe the services our government provides the people in the community, state and across the United States | ● Guest speaks to discuss their roles in government<br>● Create a chart comparing local, state, and federal government |

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| | | | services. |
| 6.1.5.Civics PL.5 | Levels of government (i.e., local, state, and federal) have different powers and responsibilities | Explain how government functions at the local, county and state level | ● Guest speaks to discuss their roles in government<br>● Venn Diagram of functions of levels of government |
| 6.1.5.Civics PL.6 | Levels of government (i.e., local, state, and federal) have different powers and responsibilities | Distinguish the roles and responsibilities of the three branches of the national government | ● Chart to explain the responsibilities of the 3 branches of government<br>● Read textbook chapter 7. |
| 6.1.5.Civics PL.7 | Levels of government (i.e., local, state, and federal) have different powers and responsibilities | Explain how national and state governments share power in the federal system of government | ● Venn Diagram of powers of levels of government<br>● Read textbook chapter 7. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessments<br>Chapter Review Questions<br>Chapter 7 Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>Our Government: The Three Branches Shelly Buchanan |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Epic | Speaking and Listening Standards - Debate |

| Grade: 5th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics PI.1 | In a representative democracy, individuals play a role in how government functions | Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and | Chapter 9- Lesson 1<br>"A New Nation" Students will read about The Articles of Confederation and discuss the lack of power given to Congress. |

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| 6.1.5.Civics PL.8 | Levels of government (i.e., local, state, and federal) have different powers and responsibilities | Describe how the United States Constitution defines and limits the power of the government | Chapter 9- Lesson 2<br>"Constitutional Convention" Students will read about the changes that were made to early American government. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Chapter 9-Lesson Questions<br>Lesson Quizzes<br>Chapter Test | Constitutional Show What You Know (prior to reading chapter)<br>Post Test | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
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| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA |

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

| 21st Century Education | Career Education |
|---|---|
| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br>SKILLS:<br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: Civics, Government and Human Rights: Participation and Deliberation |
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| Grade: 3rd |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics PD.1 | Through participation in the decision making process, people can initiate change (e.g, voting, petitions, contacting elected officials) | Describe the roles of elected representatives and explain how individuals at local, state and national levels can interact with them | -Chapters 7-8<br>--Mock town meeting<br>-Explore State of NJ website<br>-Students write a letter to a town or state official. |
| 6.1.5.Civics PD.2 | Through participation in the decision making process, people can initiate change (e.g., voting, petitions, contacting elected officials) | Explain how individuals can initiate and / or influence local, state, or national public policymaking (e.g, petitions, proposing laws, contacting elected officials) | -Chapters 7-8<br>-Reader's Theater "Saving Soccer" |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | -Social Studies-Communities-Houghton Mifflin<br>-Brain Pop Jr. and Learn 360 (related videos)<br>-What's the Big Deal About Elections by Ruby Shamir<br>-Vote for Our Future by Margaret McNamara |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
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| Learn 360 Videos- Why Communities Have Rules | ELA, Technology |

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| Brain Pop Jr. Videos-Rights and Responsibilities | |

| **Grade: 4th** |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics PD.1 | Through participation in the decision making process, people can initiate change (e.g, voting, petitions, contacting elected officials) | Describe the roles of elected representatives and explain how individuals at local, state and national levels can interact with them | ● Guest speaker<br>● Read Chapter 7 |
| 6.1.5.Civics PD.2 | Through participation in the decision making process, people can initiate change (e.g., voting, petitions, contacting elected officials) | Explain how individuals can initiate and / or influence local, state, or national public policymaking (e.g, petitions, proposing laws, contacting elected officials) | ● Have students choose an issue and write a letter to a local official<br>● Have students create and sign a petition in the classroom |
| 6.1.5.Civics PD.4 | A major role of citizens in a representative democracy ti s to make responsible decisions about who should govern. | Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position. | ● Read chapter 7<br>● Venn diagram of what is needed at each level of government |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessments<br>Chapter 7 Test<br>Chapter Review Questions | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>What are the Levels of Government<br>Baron Bedesky |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
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| Epic | ELA-Persuasive Writing |

| Grade: 5th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics PD.3 | Effective conflict resolution is possible when evidence, diverse perspectives, and intended / unintended consequences are considered. | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national and global challenges. | Students will complete Mystery Science "Natural Disasters & Engineering". Students are given roles such as community leaders , builders and developers or conservationists. Each student must determine how their role affects their decision making. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Reflection Sheets<br>End of Mystery of Assessment | Notebook Prompt: Prior knowledge of natural disasters<br>3-dimensional summative assessment | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
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| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | Science<br>ELA |

| Differentiation (IEPs / 504s) | Differentiation (ELL) | Differentiation (G &T) |
|---|---|---|
| -more white space<br>-visual aids<br>-audiobooks<br>-small group instruction<br>-graphic organizers<br>-chunk content<br>-multimodal | ELL--Pre-teach<br>-Non-linguistic cues<br>-Sentence frames<br>-Visual aids<br>-Manipulatives<br>-Graphic organizers | Use of educational websites<br>http://www.adifferentplace.org/index.html<br>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.<br>http://www.internet4classrooms.com/grade_level_help.htm<br>It has interactive websites grouped by grade level (K-8) and content area. |

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| | | 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:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br>SKILLS:<br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: Civics, Government, and Human Rights: Democratic Principles |
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**Grade: 4th**

| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics DP.3 | Fundamental rights that allow democratic societies to function can be seen at all levels of government in society | Describe the role of religious freedom and participatory government in various North American colonies | • Read Textbook chapter 4<br>• Fill in chart on Moravians, Quakers, Puritans, and Pilgrims |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessments<br>Chapter Review Questions<br>Chapter 4 Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>Pilgrims of Plymouth Susan Goodman |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Epic | ELA - Compare and Contrast |

**Grade: 5th**

| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics DP.1 | Fundamental rights that allow democratic societies to function can be seen at all levels of government in society | Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, | Chapter 9- Lesson 3 “The Constitution” Students will be reading about the branches of government and how they interact with one another. Students will also discuss the |

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| | | state and national government (e.g., fairness, equality, common good) | limitations of these branches. |
| 6.1.5.Civics DP.2 | Fundamental rights that allow democratic societies to function can be seen at all levels of government in society | Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g. fairness, civil rights, human rights) | Chapter 9- Lesson 2 Extension World Constitutions. Students will read about different systems of government in different parts of the world. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
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| Chapter 9-Lesson Questions<br>Lesson Quizzes<br>Chapter Test | Constitutional Show What You Know (prior to reading chapter)<br>Post Test | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA |

| Differentiation (IEPs / 504s) | Differentiation (ELL) | Differentiation (G &T) |
|---|---|---|
| -more white space<br>-visual aids<br>-audiobooks<br>-small group instruction<br>-graphic organizers<br>-chunk content<br>-multimodal | ELL--Pre-teach<br>-Non-linguistic cues<br>-Sentence frames<br>-Visual aids<br>-Manipulatives<br>-Graphic organizers | Use of educational websites<br>http://www.adifferentplace.org/index.html<br>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.<br>http://www.internet4classrooms.com/grade_level_help.htm<br>It has interactive websites grouped by grade level (K-8) and content area.<br>http://www.kidport.com/default.htm<br>Another interactive site for students K-8 across content areas<br>http://www.odysseyofthemind.com/ |

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| | | The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom. |

| 21st Century Education | Career Education |
|---|---|
| <u>THEMES:</u><br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br><u>SKILLS:</u><br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: Civics, Government and Human Rights: Processes and Rules |
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**Grade: 4th**

| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics PR.2 | There are different processes for establishing rules and laws | Describe the process by which immigrants can become United States citizens | • Read textbook chapter 10<br>• Writing assignment: Pretend you are an immigrant coming to America. Describe your experience. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessments<br>Chapter Review Questions<br>Chapter 10 Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>We Came to America Faith Ringgold |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Epic | ELA- Descriptive Essay- Immigrants Experience |

**Grade: 5th**

| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics PR.1 | There are different processes for establishing rules and laws | Compare procedures for making decisions in a variety of settings including the classroom, school, government and / or society | Students will begin the year by creating a classroom constitution in grade 5 social studies. Students will be asked to think about what rules are necessary in a classroom. |

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| 6.1.5.Civics.PR.3 | Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good | Evaluate school and community rules, laws and / or policies and determine if they meet their intended purpose | Students will use the classroom constitution activity to evaluate rules of the classroom. Students will discuss which rules are the most important and who benefits from them. |
| 6.1.5.Civics PR.4 | Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good | Explain how policies are developed to address public problems | Students will use the reading skill and strategy (Chapter 9-Lesson 2) "problem/solution" to determine issues argued by states at the constitutional convention. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Chapter 9-Lesson Questions<br>Lesson Quizzes<br>Chapter Test | Constitutional Show What You Know (prior to reading chapter)<br>Post Test | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA |

| Differentiation (IEPs / 504s) | Differentiation (ELL) | Differentiation (G &T) |
|---|---|---|
| -more white space<br>-visual aids<br>-audiobooks<br>-small group instruction<br>-graphic organizers<br>-chunk content<br>-multimodal | ELL--Pre-teach<br>-Non-linguistic cues<br>-Sentence frames<br>-Visual aids<br>-Manipulatives<br>-Graphic organizers | Use of educational websites<br>http://www.adifferentplace.org/index.html<br>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.<br>http://www.internet4classrooms.com/grade_level_help.htm<br>It has interactive websites grouped by grade level (K-8) and content area.<br>http://www.kidport.com/default.htm<br>Another interactive site for students K-8 across content areas<br>http://www.odysseyofthemind.com/<br>The Odyssey of the Mind site offers |

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| | | many ideas to foster creative thinking in your classroom. |

| 21st Century Education | Career Education |
|---|---|
| <u>THEMES:</u><br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br><u>SKILLS:</u><br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: Civics, Government, and Human Rights: Human and Civil Rights |
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| Grade: 3rd |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics HR.1 | It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. | Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). | -Chapter 7<br>-Discuss what life might be like without the rights and freedoms we have as a US citizen.<br>-Interview an adult and discuss the right they think is most important and why.<br>-Explain the importance of protecting citizens' right to vote. |
| 6.1.5.Civics HR.2 | It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. | Research and cite evidence for how the actions of Dr. Martin Luther King Jr., and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. | -Read pgs. 252-253 on Nelson Mandela and discuss contributions he made.<br>List different Civil Rights leaders and the significant contributions they made.<br>-Discuss how these leaders inspired change. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | -Social Studies-Communities-Houghton Mifflin<br>-Brain Pop Jr. and Learn 360 (related videos)<br>-We the People: The Constitution of the United States by Peter Spier<br>-Shh! We're Writing the Constitution by Jean Fritz |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Learn 360-The Constitution<br><br>www.socialstudiesforkids.com | ELA, Speaking and Listening |

| Grade: 4th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics HR.1 | It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. | Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). | ● Read textbook chapter 7.<br>● Bill of Rights Bingo |
| 6.1.5.Civics HR.2 | It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. | Research and cite evidence for how the actions of Dr. Martin Luther King Jr., and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. | ● Read “Sit Down to Stand Up” - How did MLK inspire these students<br>● Have students listen to and discuss “I have a Dream” Speech |
| 6.1.5.Civics HR.4 | Individuals have the right to be safe and not be bullied or discriminate against | Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. | ● SEL Program<br>● Read “Sit Down to Stand Up” - How were the students treated unfairly?<br>● Read “White Socks Only” - Discuss |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|

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|---|---|---|
| Teacher Made Assessments<br>Chapter Review Questions<br>Chapter 7 Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>White Socks Only Evelyn Coleman<br>Sit Down to Stand Up |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Epic | ELA- Essay one how anyone can make a difference |

| Grade: 5th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics HR.3 | It is the responsibility of individuals at the state, national, and international levels to promote human rights. | Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need. | Students will be reading "My Dangerous Journey" Scholastic News (Feb 4) about a young girl who must escape from Eritrea with her brother as a refugee. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Vocabulary activity<br>Comprehension graphic organizer | KWL notebook activity | YouTube Video<br>Scholastic News online article |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA |

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

| 21st Century Education | Career Education |
|---|---|
| <u>THEMES:</u><br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br><u>SKILLS:</u><br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: Civics, Government, and Human Rights: Civic Mindedness |
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| Grade: 3rd |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics CM.1 | Certain dispositions help individuals contribute to the health of American democracy | Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country | -Chapter 1, Core Lesson 1<br>-List people that are important to a community (police, teachers, firemen, etc.) Discuss traits that these people have and how they positively impact society.<br>-Complete same activity but on a national level. |
| 6.1.5.Civics CM.4 | Certain dispositions help individuals contribute to the health of American democracy | Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions | -Discuss and list the qualities of a good leader.<br>-Identify an important leader within the school and list the qualities from the original list that, that leader must possess.<br>-Move this discussion forward only using other positions of authority. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | -Social Studies-Communities-Houghton Mifflin<br>-Brain Pop Jr. and Learn 360 (related videos)<br><br>-Americans by Douglas Wood |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Socialstudiesforkids.com | ELA |

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|---|---|
| Learn 360-State Gov., The Constitution, The Judicial Branch, The Executive Branch | |

| **Grade: 5th** |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Civics CM.2 | Certain dispositions help individuals contribute to the health of American democracy | Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good | Students will read Chapter 9-Lesson 2 Skillbuilder "Understanding Point of View" Students will read speeches given by Patrick Henry and James Madison. Teacher will lead a discussion that a person's point of view is influenced by his or her experiences and beliefs. |
| 6.1.5.Civics CM.3 | Certain dispositions help individuals contribute to the health of American democracy | Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives | |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Chapter 9-Lesson 2 Questions<br>Lesson Quizzes<br>Chapter Test | Point of View Show What You Know (prior to reading chapter)<br>Post Test | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA |

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

| 21st Century Education | Career Education |
|---|---|
| <u>THEMES:</u><br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br><u>SKILLS:</u><br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: Geography, People, and the Environment: Human Population Patterns |
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| Grade: 3rd |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.GeoPP.2 | Regions form and change as a result of unique physical characteristics conditions, economies, anc cultures | Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. | –Chapter 2<br>-Make a landforms plate (check for allergies) using food items to represent different landforms.<br>-Resources T-Chart<br>-Discuss how landforms influence economic activities (farming, fishing, and mining). |
| 6.1.5.GeoPP.4 | Patterns of settlement differ markedly from region to region, place to place, and time to time. | Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. | -Chapter 1-Core Lesson 2<br>-Communities GO-list physical characteristics of different types of communities-(packet)<br>-Writing Activity-describe an activity people might do in an urban/suburban/rural area. Tell why each activity might be fun. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | -Social Studies-Communities-Houghton Mifflin<br>-Brain Pop Jr. and Learn 360 (related videos)<br>-Hills/Valleys/Plains/Bays/Lakes by Emma Carlson Berne |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Brain Pop Jr.-Reading Maps, Landforms<br><br>Learn 360- How Geography Shapes a Community<br><br>www.socialstudiesforkids.com | Science, ELA |

| Grade: 4th |
|---|

| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.GeoPP.2 | Regions form and change as a result of unique physical characteristics conditions, economies, anc cultures | Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. | ● Read chapter 1.<br>Create a map of the regions of NJ and different jobs in those areas. |
| 6.1.5.GeoPP.5 | Patterns of settlement differ markedly from region to region, place to place and time to time. | Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere | ● Read chapter 2.<br>● Create a map of Native American movements. |
| 6.1.5.GeoPP.6 | The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition | Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. | ● Read chapter 4<br>● Create a venn diagram to compare experiences. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessment<br>Chapter Review Questions<br>Chapter 1, 2, 4 Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>Where Stars are Scattered Victoria Jamison |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Epic | ELA- Venn Diagram- Compare/Contrast |

| Grade: 5th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.GeoPP.1 | Regions form and change as a result of unique physical characteristics conditions, economies, and cultures | Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. | Regions of the United States Unit<br>Students will read non-fiction articles and sources. Students will compare as new regions are introduced how geography affects and separates groups of people. |
| 6.1.5.GeoPP.3 | Patterns of settlement differ markedly from region to region, place to place, and time to time. | Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict | Regions of the United States<br>Students will read non-fiction articles and sources.<br>West Unit-Students will learn about how natural resources allow for human existence in areas. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Informational pages<br>Regions of the US end of unit project | Pre and Post Quiz | YouTube Videos<br>Informational Websites<br>Text for each region<br>Ducksters.com |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | Art<br>ELA<br>Science |

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

| 21st Century Education | Career Education |
|---|---|
| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br>SKILLS:<br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: Geography, People and the Environment: Spatial View of the World |
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| Grade: 3rd |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.GeoSV.1 | Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information | Identify the maps or types of maps appropriate for specific purposes (e.g,. To locate physical and / or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations) | -Read Types of Maps and complete ``Which Type of Map?" activity by sorting questions into the correct type of map category on the graphic organizer.<br>-Complete Physical Map activity-students will look at map of United States and will locate physical features across the country using latitude and longitude.<br>-Students will then look at a map of NJ and discuss the physical features present in their own state and closest to their town. Complete the same process using resource maps and climate maps.<br>-Students will trace simple routes on a map to determine the shortest route from one place to another. |
| 6.1.5.Geo.SV.3 | Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information | Demonstrate how to use digital geographic tools, maps, and globes to measure distances and determine time zones, and locations using latitude and longitude | -Chapter 11, Skill builder and Chapter 5, Skill builder<br>-Supply map-have students use a scale to find the distance between two cities<br>-Students will pick three places on a map and write down their latitude and longitude. A partner will find the locations using this information. |
| 6.1.5.Geo.SV.4 | Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information | Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States, and the world (e.g., maps, data visualization, graphs, diagrams, aerial and other | -Map Skills and Types of Maps packet<br>-Display different maps and discuss the differences/similarities<br>-Use Google maps to show images of the same locations |

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| | | photographs, GPS). | |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | -Social Studies-Communities-Houghton Mifflin<br>-Brain Pop Jr. and Learn 360 (related videos)<br>-Personal maps for kids, atlas (digital)<br>-Google Earth |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.socialstudiesforkids.com<br><br>Learn 360- Map Skills for Beginners<br><br>YouTube Video-Latitude and Longitude<br><br>-Google Earth | Math, Science |

| Grade: 4th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.GeoSV.2 | Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information | Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. | • Create a map of cities and how they evolved. |
| 6.1.5.GeoSV.5 | Maps and other geographic representations, geospatial technologies, and spatial | Use geographic data to examine how the search for natural resources resulted in | • Read chapter 3.<br>• Create maps of where the natural resources were found |

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|---|---|---|---|
| | thinking can be used to understand and communicate information | conflict and cooperation among European colonists and Native American resulting in changes to conditions | and how people lived. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessments<br>Chapter Review Questions<br>Chapter 3 Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>Various maps |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Epic | Art- Maps of natural resources/Cities |

| Grade: 5th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.GeoSV.1 | Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information | Identify the maps or types of maps appropriate for specific purposes (e.g,. To locate physical and / or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations) | Grade 5- Chapter 5- Lesson 1 Students will view maps which denote groupings of 13 colonies (page 161) and the impact of Appalachian Mountains (page 164) on these colonies. |
| 6.1.5.GeoSV.5 | Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information | Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions | Chapter 5- Lesson 2<br>“Conflicts Over Land” Students will read and discuss tensions between Puritans and American Indians. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Chapter 5-Lesson 2 Questions<br>Lesson Quizzes<br>Chapter Test | Geography Show What You Know (prior to reading chapter)<br>Post Test | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA |

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

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|---|---|
| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy | 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 |

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| Civic Literacy Health Literacy<br><br><u>SKILLS:</u><br>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills | higher levels of complexity and expectation as a student advances through a program of study.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: Geography, People and the Environment: Human Environment Interaction |
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| Grade: 4th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.GeoHE.1 | Human activities affect environmental characteristics of places and regions resulting in positive and negative impacts | Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States | ● Read chapters 2-5, and 12.<br>● Close read photos of NJ from the textbook and how they look different as time goes on. |
| 6.1.5.GeoHE.2 | Human activities affect environmental characteristics of places and regions | Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communication) | ● Read chapter 11.<br>● Timeline of how transportation changed in NJ.<br>● Discussion of how technological advances changed life in NJ. |
| 6.1.5.GeoHE.3 | Human activities affect environmental characteristics of places and regions | Analyze the effects of catastrophic environmental and technological events on human settlements and migration. | ● Read chapter 12.<br>● Discussion of how the building of roads and cars led to the suburbs, and how commuting impacted human life and the environment. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessments<br>Chapter Review Questions<br>Chapter 11 Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>“Genius Transportation Inventions From the Wheel to Spacecraft” By Matt Turner |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Epic | ELA - Debate on the pros and cons of technology |

| Grade: 5th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.GeoHE.1 | Human activities affect environmental characteristics of places and regions resulting in positive and negative impacts | Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States | Grade 5- Chapter 5- Lesson 1 Students will view maps which show the impact of Appalachian Mountains (page 164) on these colonists' ability to move farther west during early colonial days. |
| 6.1.5.GeoHE.3 | Human activities affect environmental characteristics of places and regions | Analyze the effects of catastrophic environmental and technological events on human settlements and migration. | Chapter 4-Lesson 1<br>Students will read about the search for the Northwest Passage. Students will read about explorers who were looking for a route to Asia but landed in the Americas instead. Only after better navigational tools and maps were created did people understand which route should be used. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Chapter 4-Lesson 1 Questions<br>Lesson Quizzes<br>Chapter Test | Northwest Passage Show What You Know (prior to reading chapter)<br>Post Test | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
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|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA<br>Math |

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

| 21st Century Education | Career Education |
|---|---|
| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br>SKILLS:<br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: Geography, People and the Environment: Global Interconnections |
|---|---|

| Grade: 4th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.GeoGI.2 | Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases and other positive and negative attributes as well as changes in environmental characteristics | Use historical maps to explain what led to the exploration of new water and land routes | • Read chapter 3<br>• Create maps of exploration |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessment<br>Chapter Review Questions<br>Chapter 3 Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>Various maps |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Epic | Art- map of exploration |

| Grade: 5th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|

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|---|---|---|---|
| 6.1.5.GeoGI.1 | Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics | Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities and regions. | Regions of the United States Unit<br>Students will read non-fiction articles and sources. Students will compare as new regions are introduced how geography affects and separates groups of people. |
| 6.1.5.GeoGI.3 | Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases and other positive and negative attributes as well as changes in environmental characteristics | Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies | Regions of the United States Unit<br>Students will read non-fiction articles and sources. Students will learn about different landforms that humans has have to interact with throughout history. Students will also learn about the impact the land has had on different groups. |
| 6.1.5.GeoGI.4 | Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases and other positive and negative attributes as well as changes in environmental characteristics | Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas | Regions of the United States Unit<br>Students will read non-fiction articles and sources. For each region of the United States, students will focus on the products and natural resources. We will discuss how these good and services are impacted by the land around the region. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Informational pages<br>Regions of the US end of unit project | Pre and Post Quiz | YouTube Videos<br>Informational Websites<br>Text for each region<br>Ducksters.com |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA<br>Art |

| Differentiation (IEPs / 504s) | Differentiation (ELL) | Differentiation (G &T) |
|---|---|---|

| | | |
|---|---|---|
| -more white space<br>-visual aids<br>-audiobooks<br>-small group instruction<br>-graphic organizers<br>-chunk content<br>-multimodal | ELL--Pre-teach<br>-Non-linguistic cues<br>-Sentence frames<br>-Visual aids<br>-Manipulatives<br>-Graphic organizers | Use of educational websites<br>http://www.adifferentplace.org/index.html<br>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.<br>http://www.internet4classrooms.com/grade_level_help.htm<br>It has interactive websites grouped by grade level (K-8) and content area.<br>http://www.kidport.com/default.htm<br>Another interactive site for students K-8 across content areas<br>http://www.odysseyofthemind.com/<br>The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom. |

| 21st Century Education | Career Education |
|---|---|
| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br>SKILLS:<br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: Economics, Innovation and Technology: Economic Way of Thinking |
|---|---|

| Grade: 3rd |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.EconET.1 | Economic decision making involves setting goals and identifying the resources available to achieve those goals | Identify positive and negative incentives that influence the decisions people make | -Chapters 9, Core Lesson 2<br>-Students write about how scarcity causes some buyers to make tough choices. |
| 6.1.5.EconET.3 | An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources | Explain how scarcity and choice influence decisions made by individuals, communities, and nations | -Chapter 9-Core Lesson 2<br>-Discuss scarcity of certain products during pandemic and how that may have influenced decisions made by family members at home.<br>-Discuss different government programs and how limited funds might cause the government to make choices between ending one program to fund another. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | -Social Studies-Communities-Houghton Mifflin<br>-Brain Pop Jr. and Learn 360 (related videos)<br>-Lemons and Lemonade by Nancy Loewen<br>-Using Money on a Shopping Trip by Jennifer Marrewa |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Socialstudiesforkids.com<br><br>-Learn 360-Lemonade for Sale | ELA, 21st Century Skills |

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|---|---|
| -Brain Pop Jr. Needs and Wants, Goods and Services, Saving and Spending | |

| **Grade: 5th** |
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| **Strand** | **Disciplinary Core Ideas / Essential Statement / Objective** | **Performance Expectation** | **Practices / Skills & Lesson** |
|---|---|---|---|
| 6.1.5Econ ET.2 | An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources | Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and / or community | Students will complete Mystery Science "Natural Disasters & Engineering". They will create a collaborative spreadsheet for their town budget. |

| **Formative, Summative and Alternative Assessments** | **Benchmark Assessments** | **Core Instructional and Supplemental Materials (including various texts at each grade level)** |
|---|---|---|
| spreadsheet | Pre and post notebook check | Mystery science |

| **Technology** | **Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)** |
|---|---|
| Google sheets | Science<br>Money |

| **Differentiation (IEPs / 504s)** | **Differentiation (ELL)** | **Differentiation (G &T)** |
|---|---|---|
| -more white space<br>-visual aids<br>-audiobooks<br>-small group instruction<br>-graphic organizers<br>-chunk content<br>-multimodal | ELL--Pre-teach<br>-Non-linguistic cues<br>-Sentence frames<br>-Visual aids<br>-Manipulatives<br>-Graphic organizers | Use of educational websites<br>http://www.adifferentplace.org/index.html<br>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.<br>http://www.internet4classrooms.com/grade_level_help.htm<br>It has interactive websites grouped |

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|---|---|---|
| | | by grade level (K-8) and content area.<br>http://www.kidport.com/default.htm<br>Another interactive site for students K-8 across content areas<br>http://www.odysseyofthemind.com/<br>The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom. |

| 21st Century Education | Career Education |
|---|---|
| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br>SKILLS:<br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: Economics, Innovation and Technology: Exchange and Markets |
|---|---|

| Grade: 3rd |
|---|

| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Econ EM.2 | The availability of human capital, physical capital, and / or natural resources has contributed to the specialization of trade and production | Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources) | -Chapter 10, Core Lesson 2<br>- Classify activity-students will categorize examples of human capital, physical capital,and natural resources) into the correct column on the chart. |
| 6.1.5.Econ EM.3 | The availability of human capital, physical capital, and / or natural resources has contributed to the specialization of trade and production | Describe how supply and demand influence price and output of products | -Chapter 10, Core Lesson 1<br>-The Price of Juice Write About it Activity<br>-Supply and Demand Musical Chairs-explain how taking chairs away creates a scarcity. At the end of the game discuss the relationship between supply and demand.. |
| 6.1.5.Econ EM.5 | The exchange of goods and services can have negative and positive effects | Explain why individuals and societies trade, how trade functions, and the role of trade | -Chapter 10, Core Lesson 3<br>-Make a T-Chart and list items found at home/school and where they were made-discuss the outcome if the trading of these items would stop. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | Social Studies-Communities-Houghton Mifflin<br>-Brain Pop Jr. and Learn 360 (related videos)<br>-Lemons and Lemonade by Nancy Loewen<br>-Using Money on a Shopping Trip by Jennifer Marrewa |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Socialstudiesforkids.com<br><br>-Learn 360-Lemonade for Sale<br><br>-Brain Pop Jr. Needs and Wants, Goods and Services, Saving and Spending | ELA, 21st Century Skills |

| Grade: 5th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Econ EM.1 | The availability of human capital, physical capital, and / or natural resources has contributed to the specialization of trade and production | Explain why individuals and businesses specialize and trade | Chapter 3 “Age of Exploration”- Lesson 1 World Travel and Trade<br>Students will discuss the need for travel and exploration in order for countries to acquire goods that are not found in their location. |
| 6.1.5.Econ EM.4 | The availability of human capital, physical capital, and / or natural resources has contributed to the specialization of trade and production | Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and / or the labor force play in economic opportunities | Regions of the United States Unit<br>Students will read non-fiction articles and sources. Students will be learning about the differences in regions, including New Jersey. |
| 6.1.5.Econ EM.5 | The exchange of goods and services can have negative and positive effects | Explain why individuals and societies trade, how trade functions, and the role of trade | Chapter 3 “Age of Exploration”- Lesson 1 World Travel and Trade<br>Students will discuss the need for travel and exploration in order for countries to acquire goods that are not found in their location. |
| 6.1.5.Econ EM.6 | The exchange of goods and services can have negative and positive effects | Explain the system of mercantilism and its impact on the economies of the colonies and European countries | Chapter 4- European Settlements-<br>Students will be reading about different countries settling land in the Americas in hopes of acquiring goods that could be sold both in the colonies and in Europe. |

| Formative, Summative and | Benchmark Assessments | Core Instructional and |
|---|---|---|

| Alternative Assessments | | Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Chapter 3-Lesson 1 Questions<br>Lesson Quizzes<br>Chapter Test | Trade Show What You Know (prior to reading chapter)<br>Post Test | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA |

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

| 21st Century Education | Career Education |
|---|---|
| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br>SKILLS:<br>Creativity and Innovation Critical | 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.<br><br>CRP1. Act as a responsible and contributing citizen and employee. |

| | |
|---|---|
| Thinking and Problem Solving<br>Communication and Collaboration<br>Information Literacy Media Literacy ICT Literacy Life and Career Skills | CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: Economics, Innovation and Technology: National Economy |
|---|---|

| Grade: 3rd |
|---|

| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Econ NM.1 | The government uses a variety of tools to pay for goods and services it provides to individuals and communities | Explain the ways in which the government pays for the goods and services it provides | Chapter 8, Core Lesson 1 |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | Social Studies-Communities-Houghton Mifflin<br>-Brain Pop Jr. and Learn 360 (related videos)<br>-Lemons and Lemonade by Nancy Loewen<br>-Using Money on a Shopping Trip by Jennifer Marrewa |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Socialstudiesforkids.com<br><br>-Learn 360-Lemonade for Sale<br><br>-Brain Pop Jr. Needs and Wants, Goods and Services, Saving and Spending | ELA, 21st Century Skills, |

| Grade: 4th |
|---|

| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Econ NM.2 | A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress | Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities | ● Read chapter 11.<br>● Watch Epic History Kids: Great Depression 1-3.<br>● Create a cycle of growth and Cycle of depression posters. |
| 6.1.5.Econ NM.3 | A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress | Describe how the development of different transportation systems impacted the economies of New Jersey and the United States | ● Read chapter 8, 11, and 12.<br>● Create cause and effect charts between type of transportation and its impact. |
| 6.1.5.Econ NM.4 | A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress | Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods | ● Read Chapter 2 and chapter 11.<br>● Create a timeline of innovations that have helped the people of NJ.<br>● Write an essay to describe which innovation students think was most helpful. |
| 6.1.5.Econ NM.5 | A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress | Explain how the availability of private and public goods and services is influenced by the government and the global economy | ● Read Chapter 7.<br>● Discussion of how taxes are collected and used in different communities. |
| 6.1.5.Econ NM.7 | A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress | Describe the role and relationship among households, businesses, laborers, and governments within the economic system | ● Read chapter 11.<br>● Watch Epic History Kids: Great Depression 1-3. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessments<br>Chapter Review Questions<br>Chapter 11 Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>History Kids: Great Depression 1-3Creat |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Epic | ELA: Persuasive Essay describing which innovation students think was most helpful |

| Grade: 5th |
|---|

| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Econ NM.6 | A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress | Examine the qualities of entrepreneurs in a capitalistic society | Student Entrepreneurs lesson.<br>Use Scholastic News Online Articles:<br>"Be Your Own Boss"<br>"Secret to Our Success"<br>Read and discuss the qualities and businesses of these child entrepreneurs. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Vocabulary activity<br>Comprehension graphic organizer | KWL notebook activity | YouTube Video<br>Scholastic News online article |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA<br>Math/ Science- Production, Distribution, and Consumption |

| Differentiation (IEPs / 504s) | Differentiation (ELL) | Differentiation (G &T) |
|---|---|---|
| -more white space<br>-visual aids<br>-audiobooks | ELL--Pre-teach<br>-Non-linguistic cues<br>-Sentence frames | Use of educational websites<br>http://www.adifferentplace.org/index.html |

| | | |
|---|---|---|
| -small group instruction<br>-graphic organizers<br>-chunk content<br>-multimodal | -Visual aids<br>-Manipulatives<br>-Graphic organizers | 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<br>It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm<br>Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/<br>The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom. |

| 21st Century Education | Career Education |
|---|---|
| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br>SKILLS:<br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: Economics, Innovation, and Technology: Global Economy |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.EconGE.2 | Increased economic interdependence among nations is a result of trade, sharing of ideas and innovation | Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community | -Chapter 10<br>-Students will make a list of the positives and negatives of globalization. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | Social Studies-Communities-Houghton Mifflin<br><br>Strega Nona Meets Her Match By Tomie de Paola<br><br>Those Shoes by Maribeth Boelts |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
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| You Tube Video-What is Globalization?<br><br>Socialstudiesforkids.com | ELA |

| Grade: 5th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.Econ GE.1 | Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation | Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world. | Regions of the United States<br>Students will read passages about each region of the United States and will discuss how people communicate within regions as well as communication between regions. |
| 6.1.5.Econ GE.2 | Increased economic interdependence among nations is a result of trade, sharing of ideas and innovation | Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community | Chapter 8- Lesson 2 Life During the War<br>Students will read about the increase in prices of food, clothing and other supplies during the Revolutionary War. Merchants and farmers stopped selling their goods in hopes of the price increasing further. Congress had to pass a law to stop this action. |
| 6.1.5.Econ GE.3 | Increased economic interdependence among nations is a result of trade, sharing of ideas and innovation | Use economic data to explain how trade leads to increasing economic interdependence among nations | Chapter 5- Lesson 3 Life in New England<br>Students will read about the triangular trade routes used between Europe, Africa and North America. Students will use the map provided (page 175) to determine which goods were bought and sold by each location. We will also discuss the terms *import* and *export* throughout this chapter as well as industries of this time period. |
| 6.1.5.Econ. GE.4 | Increased economic interdependence among nations is a result of trade, sharing of ideas and innovation | Compare and contrast how the availability of resources affects people across the world differently | Chapter 8- Lesson 2 Life During the War<br>Students will read about the increase in prices of food, clothing and other supplies during the Revolutionary War. Merchants and farmers stopped selling their goods in hopes of the price increasing further. Congress had to pass a law to stop this action. |
| 6.1.5.Econ. GE.5 | Increased economic interdependence among nations is a result of trade, sharing of ideas and innovation | Evaluate the economic impact of science and technology innovations on European exploration | Chapter 3- Lesson 2 New Ideas in Europe<br>Students will be reading about how new technologies helped European exploration by making navigation easier and more accurate. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Chapter 3,5,8-Lesson Questions<br>Lesson Quizzes<br>Chapter Test | Trade Show What You Know (prior to reading chapter)<br>Post Test | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA<br>Math |

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

| 21st Century Education | Career Education |
|---|---|
| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy | 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 |

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|---|---|
| Civic Literacy Health Literacy<br><br><u>SKILLS:</u><br>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills | higher levels of complexity and expectation as a student advances through a program of study.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: History, Culture and Perspectives: Continuity and Change |
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| Grade: 3rd |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.History CC.3 | Interactions of people and events throughout history have shaped the world we experience today | Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time | -Chapter 4, Core Lesson 3 and related books on Epic.<br>-Students will conduct research on one of the famous Americans listed.<br>-Students will then use the knowledge they gained to write a letter to their famous American telling them what they think about the person's work for Freedom. |
| 6.1.5.History CC.15 | Interactions of people and events throughout history have shaped the world we experience today | Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights) | -Chapter 4, Core Lesson 3<br>- Chapter 7, Core Lesson 2<br>-Students will write 3 questions they would have asked one of the writer's of the Constitution<br>-Discuss what life would be like without the Constitution and the Bill of Rights |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | Social Studies-Communities-Houghton Mifflin<br><br>We the Kids By David Catrow<br><br>America's Bill of Rights by Kathleen Krull |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
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|---|---|
| Epic<br><br>Learn 360-State Gov., The Constitution<br><br>Socialstudiesforkids.com | ELA |

| **Grade: 4th** |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.History CC.1 | Chronological sequencing helps us track events over time | Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States | ● Read chapter 6 and 7<br>● Create timeline of important events<br>● Cause and effect chart |
| 6.1.5.History CC.2 | Chronological sequencing helps us track events over time | Use a variety of sources to illustrate how the American identity has evolved over time. | ● Read chapters 6-10<br>● Read “You Wouldn’t Want to Sail on the Mayflower” by Peter Cook and “You Wouldn’t Want to Be At the Boston Tea Party” by Peter Cook<br>● Venn Diagram of how the American Identity has changed and what remains the same |
| 6.1.5.History CC.3 | Interactions of people and events throughout history have shaped the world we experience today | Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time | ● Read Chapter 6<br>● Read “John, Paul, George and Ben” by Lane Smith<br>● Read “George vs George” by Rosalyn Schanzer<br>● Read “What’s the Big Idea, Ben Franklin?”<br>● Read “Fight For Freedom” by Benson Bobrick<br>● Have students create google slides presentations on how the leaders impacted the founding of a nation. |
| 6.1.5.History | Interactions of people and events throughout history have | Use multiple sources to make evidence-based inferences on | ● Read Chapters 2-3<br>● Write a story from the Lenni |

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| CC.6 | shaped the world we experience today | the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey | Lenape Indians Point of view.<br>● "You Wouldn't Want to Be an American Settler." By Peter Cook |
| 6.1.5.History CC.7 | Interactions of people and events throughout history have shaped the world we experience today | Evaluate the initial and lasting impact of slavery using sources that represent multiple perpectives | ● Read Chapter 9<br>● Write an essay about the impact of slavery on individuals. |
| 6.1.5.History CC.8 | Interactions of people and events throughout history have shaped the world we experience today | Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture is manifested in different regions of New Jersey | ● Read Chapter 2<br>● Venn Diagram to compare/contrast Lenape and other Native American groups |
| 6.1.5.History. CC.9 | Interactions of people and events throughout history have shaped the world we experience today | Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey | ● Read Chapter 11<br>● Create a chart with columns for inventor, inventions/ideas, and impact." |
| 6.1.5.History CC.14 | Interactions of people and events throughout history have shaped the world we experience today | Compare the practice of slavery and indentured servitude in Colonial labor systems | ● Read Chapter 9<br>● Write a Compare and Contrast Essay explaining the differences between a slave and an indentured servant |
| 6.1.5.History CC.15 | Interactions of people and events throughout history have shaped the world we experience today | Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights) | ● Read Chapters 6- 7<br>● Bill of Rights Bingo<br>● Venn Diagram of Bill of Rights and Constitution |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessments<br>Chapter Review Questions<br>Chapter Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>Before she was Harriet by Lesa Cline-Ransome<br>"You Wouldn't Want to Sail on the Mayflower" by Peter Cook<br>"You Wouldn't Want to Be At the Boston Tea Party" by Peter Cook<br>"John, Paul, George and Ben" by |

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|---|---|---|
| | | Lane Smith<br>“George vs George” by Rosalyn Schanzer<br>“What’s the Big Idea, Ben Franklin?”<br>“Fight For Freedom” by Benson Bobrick<br>“You Wouldn’t Want to Be an American Settler.” By Peter Cook |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Epic | ELA- Venn Diagram, Compare/Contrast Essay |

| Grade: 5th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.History CC.2 | Chronological sequencing helps us track events over time | Use a variety of sources to illustrate how the American identity has evolved over time. | Beginning in Chapter 4 and conituring throughout the Regions Unit, students will learn about how America came to be. Students will read about who settled and where as well as how those groups dispersed to create the country we know today. |
| 6.1.5.History CC.3 | Interactions of people and events throughout history have shaped the world we experience today | Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time | Students will use their social studies books (beginning in chapter 6 and contouring through chapter 8) as well as picture books like George vs. George and Scholastic News Articles about individuals like Geroge Washington and Benjamin Franklin and their impact on our national government throughout history. |
| 6.1.5.History CC.4 | Interactions of people and events throughout history have shaped the world we experience today | Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures | Chapter 3- Age of Exploration (Houghton Mifflin)<br>World Travel and Trade<br>New Ideas in Europe<br>Europeans Arrive in the Americas |
| 6.1.5.History CC.5 | Interactions of people and events throughout history have | Analyze the power struggle among European countries and | Chapter 4,5,6- European Settlements, New England Colonies, Middle and |

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| | shaped the world we experience today | determine its impact on people living in Europe and the Americas | Southern Colonies (Houghton Mifflin) |
| 6.1.5.History CC.6 | Interactions of people and events throughout history have shaped the world we experience today | Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey | In Chapter 4 -Lesson 2 Roanoke and Jamestown students will be learning about native tribes that existed at the time of the colonists arrival. In an extension activity, students will read about the lost colony of Roanoke and the possibility of assistance and/or interference from the native tribes. |
| 6.1.5.History CC.10 | Interactions of people and events throughout history have shaped the world we experience today | Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas | Chapter 4- Lesson 3 New England Settlements. Students will be reading about why and how different religious groups in Europe moved to the Americas. Once here, their religious beliefs impacted who was allowed to live in different settlements and led to some colonists being banished and forced to start new colonies. |
| 6.1.5.History CC.11 | Interactions of people and events throughout history have shaped the world we experience today | Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures | Chapter 4- Lesson 3 New England Settlements. Students will be reading about the religious beliefs of the colonists impacted by the laws they created for themselves. |
| 6.1.5.History CC.12 | Interactions of people and events throughout history have shaped the world we experience today | Determine the roles of religious freedom and participatory government in various North American colonies | Chapter 5- New England Colonies and Chapter 6- Middle and Southern Colonies.<br>Students will read about which colonies and groups believed in religious tolerance and which were created as sanctuaries for particular religions. |
| 6.1.5.History CC.13 | Interactions of people and events throughout history have shaped the world we experience today | Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions | Chapter 6- Middle and South Colonies<br>Students will read about the representative governments that were created in the colonies and how these systems changed over time. |
| 6.1.5.History CC.14 | Interactions of people and events throughout history have shaped the world we experience today | Compare the practice of slavery and indentured servitude in Colonial labor systems | Chapter 5-Lesson 3 Life in New England<br>Students will read the words of Olaudah Equiano who was enslaved as a boy. They will compare this account to those of indentured servants of the time.<br>Chapter 6-Lesson 4 Life in the South |

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| | | | Studenets will be reading about slavery and its use on Southern plantations. |
| 6.1.5.History CC.15 | Interactions of people and events throughout history have shaped the world we experience today | Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights) | Chapter 4- Lesson 3 New England Settlements/ Scholastic News "A Struggle to Survive"<br>Students will read about the creation of the Mayflower Compact and also read portions selected in the Scholastic News Article Skill Builder. Students will be asked to analyze the primary text. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Chapter 4-6-Lesson Questions<br>Lesson Quizzes<br>Chapter Test<br>Primary and Secondary Source analysis | Chapter Pre Tests<br>Post Test | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA |

| Differentiation (IEPs / 504s) | Differentiation (ELL) | Differentiation (G &T) |
|---|---|---|
| -more white space<br>-visual aids<br>-audiobooks<br>-small group instruction<br>-graphic organizers<br>-chunk content<br>-multimodal | ELL--Pre-teach<br>-Non-linguistic cues<br>-Sentence frames<br>-Visual aids<br>-Manipulatives<br>-Graphic organizers | Use of educational websites<br>http://www.adifferentplace.org/index.html<br>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.<br>http://www.internet4classrooms.com/grade_level_help.htm<br>It has interactive websites grouped by grade level (K-8) and content area.<br>http://www.kidport.com/default.htm |

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| | | Another interactive site for students K-8 across content areas<br>http://www.odysseyofthemind.com/<br>The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom. |

| 21st Century Education | Career Education |
|---|---|
| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br>SKILLS:<br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: History, Culture, and Perspectives: Understanding Perspectives |
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| Grade: 4th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.History UP.1 | Events may be viewed differently based on one's perspective | Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America and cite evidence from multiple perspectives to describe the challenges they encountered | ● Read Chapter 10<br>● Write a letter from the point of view of an immigrant- explain your journey and the challenges you faced. |
| 6.1.5.History UP.4 | Events may be viewed differently based on one's perspective | Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups | ● Read Chapter 2<br>● Venn Diagram- Native American groups |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessments<br>Chapter Review Questions<br>Chapter Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>"The Lenape" by Michael DeMocker |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
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| Epic | ELA- Letter and Venn Diagram |

| Grade: 5th |
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| Strand | Disciplinary Core Ideas | Performance | Practices / Skills & Lesson |
|---|---|---|---|

| | / Essential Statement / Objective | Expectation | |
|---|---|---|---|
| 6.1.5.History UP.1 | Events may be viewed differently based on one's perspective | Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America and cite evidence from multiple perspectives to describe the challenges they encountered | Scholastic News: Welcome to America (1/4/21)<br>Students will read about the journey that many took as they immigrated to the United States. Students will hear stories about how different classes were allowed into the country while others had to be processed at Ellis Island. |
| 6.1.5.History UP.2 | Events may be viewed differently based on one's perspective | Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. | Scholastic News: Saving Our Language (Part of the Native American Heritage Text Set) Students will read about the fight to save native languages in Alaska. In the article students will discover how schools and the government are working to keep traditions alive. |
| 6.1.5.History. UP.3 | Events may be viewed differently based on one's perspective | Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture | Chapter 4- Lesson 1 A Northwest Passage and Readworks "The Journey of Christopher Columbus" to compare the different interpretations of his discovery of new lands. |
| 6.1.5.History UP.4 | Events may be viewed differently based on one's perspective | Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups | Scholastic News: What's in a Name? (Part of the Native American Heritage Text Set)<br>Students will read about ``The Devil's Tower" located in Wyoming and the Sioux Nation who are asking the government to return to using its original name. |
| 6.1.5.History UP.5 | Historical records are shaped by the society that the creator lived in | Compare and contrast historians' interpretations of important historical ideas, resources and events | Throughout each unit, students will be encouraged to think about multiple perspectives of an event. Using examples like immigrants traveling to Ellis Island, Native American tribes' history and ties to land, students will be able to determine not only the source of information being presented but also their purpose in writing the piece. |
| 6.1.5.History UP.6 | Historical records are shaped by the society that the creator lived in | Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives | |
| 6.1.5.History UP.7 | Historical records are shaped by the society that the creator lived in | Describe why it is important to understand the perspectives of other cultures in an interconnected world | |

| Formative, Summative and | Benchmark Assessments | Core Instructional and |
|---|---|---|

| Alternative Assessments | | Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Chapter 4-Lesson Questions<br>Lesson Quizzes<br>Chapter Test | Show What You Know (prior to reading chapters)<br>Post Test | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |
| Vocabulary activity<br>Comprehension graphic organizer | KWL notebook activity | YouTube Video<br>Scholastic News online article |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA<br>Diversity/Inclusivity |

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

| 21st Century Education | Career Education |
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| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy<br>Civic Literacy Health Literacy | 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 |

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|---|---|
| SKILLS:<br>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills | study.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: History, Culture and Perspectives: Historical Sourcing and Evidence |
|---|---|

**Grade: 4th**

| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.History SE.1 | There are a variety of sources that help us understand the past | Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had | ● Read Chapter 3<br>● Venn diagram to compare and contrast the various explorers and their route/reasons for exploration |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessments<br>Chapter Review Questions<br>Chapter Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>European Explorers collection on Epic |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Epic | ELA- Venn Diagram |

**Grade: 5th**

| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.History SE.1 | There are a variety of sources that help us understand the past | Examine multiple accounts of early European explorations of North America including major land and water routes, reasons | Chapter 3/Lessons 1- 4<br>World Travel and Trade<br>New Ideas in Europe<br>Europeans Arrive in the Americas |

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|---|---|---|---|
| | | for exploration, and the impact the exploration had | Conquest of the Americas |
| 6.1.5.History SE.2 | Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources | Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity | As part of the Regions of the United States Units, students will identify historically significant monuments in a given region. Students will research these sites to discover their meaning to those living in the region as well as to those who live elsewhere. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Chapter 3-Lesson Questions<br>Lesson Quizzes<br>Chapter Test | "Trade" Show What You Know (prior to reading chapters)<br>Post Test | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |
| Informational pages<br>Regions of the US end of unit project | Pre and Post Quiz | YouTube Videos<br>Informational Websites<br>Text for each region<br>Ducksters.com |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA |

| Differentiation (IEPs / 504s) | Differentiation (ELL) | Differentiation (G &T) |
|---|---|---|
| -more white space<br>-visual aids<br>-audiobooks<br>-small group instruction<br>-graphic organizers<br>-chunk content<br>-multimodal | ELL--Pre-teach<br>-Non-linguistic cues<br>-Sentence frames<br>-Visual aids<br>-Manipulatives<br>-Graphic organizers | Use of educational websites<br>http://www.adifferentplace.org/index.html<br>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.<br>http://www.internet4classrooms.com/grade_level_help.htm<br>It has interactive websites grouped by grade level (K-8) and content area.<br>http://www.kidport.com/default.htm<br>Another interactive site for students K-8 across content areas<br>http://www.odysseyofthemind.com/ |

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|---|---|---|
| | | The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom. |

| 21st Century Education | Career Education |
|---|---|
| <u>THEMES:</u><br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br><u>SKILLS:</u><br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard:6.1.5 | Content Topic: History, Culture and Perspectives: Claims and Argumentation |
|---|---|

| Grade: 5th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.1.5.History CA.1 | Historians use evidence from multiple sources to support their claim and arguments about the past | Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era | Chapter 5-Lesson 3 Life in New England Chapter 6-Lesson 4 Life in the South<br>Students will write a RACE response that includes evidence about how colonists existing in different groups experienced life in the colonies differently. Students may choose to focus on differences in religion, race, gender or economic status. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Chapter 5,6-Lesson Questions<br>Lesson Quizzes<br>Chapter Test | "Trade" Show What You Know (prior to reading chapters)<br>Post Test | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA |

| Differentiation (IEPs / 504s) | Differentiation (ELL) | Differentiation (G &T) |
|---|---|---|
| -more white space<br>-visual aids | ELL--Pre-teach<br>-Non-linguistic cues | Use of educational websites<br>http://www.adifferentplace.org/index. |

| | | |
|---|---|---|
| -audiobooks<br>-small group instruction<br>-graphic organizers<br>-chunk content<br>-multimodal | -Sentence frames<br>-Visual aids<br>-Manipulatives<br>-Graphic organizers | html<br>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.<br>http://www.internet4classrooms.com/grade_level_help.htm<br>It has interactive websites grouped by grade level (K-8) and content area.<br>http://www.kidport.com/default.htm<br>Another interactive site for students K-8 across content areas<br>http://www.odysseyofthemind.com/<br>The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom. |

| 21st Century Education | Career Education |
|---|---|
| <u>THEMES:</u><br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br><u>SKILLS:</u><br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard: 6.3 | Content Topic: Civics, Government and Human Rights: Participation and Deliberation |
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| Grade: 4th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.3.5.CivicsPD.2 | Through participation in the decision making process (e.g., voting, petitions, contacting elected officials, serving in their community), people can initiate change | Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state or national issue | • Read Chapter 7<br>• Research a local, state, or national issue and present a report to the class. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessments<br>Chapter Review Questions<br>Chapter Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>Scholastic News |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Epic | ELA- research report |

| Grade: 5th |
|---|

| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 6.3.5.CivicsPD.1 | Through participation in the decision making process (e.g, voting, petitions, contacting elected officials, serving in their community) people can initiate change | Develop an action plan that addresses issues related to climate change and share with school and / or community members | Scholastic News: Protect Our Planet (4/13/20) Students will read about Alexandria Villaseñor who is trying to make others aware of climate change. As an extension of this activity, students will be asked to write a letter to an elected official in response to the article. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Vocabulary activity<br>Comprehension graphic organizer | KWL notebook activity | YouTube Video<br>Scholastic News online article |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | Science- Earth and Human Activity<br>ELA |

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

| 21st Century Education | Career Education |
|---|---|
| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br>SKILLS:<br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

| Standard: 6.3 | Content Topic: Geography, People, and the Environment: Human Environment Interaction |
|---|---|

| Grade: 5th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.3.5.GeoHE.1 | Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions | Develop an action plan that addresses issues related to climate change and share with school and / or community members | Scholastic News: Protect Our Planet (4/13/20) Students will read about Alexandria Villaseñor who is trying to make others aware of climate change. As an extension of this activity, students will be asked to write a letter to an elected official in response to the article. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Vocabulary activity<br>Comprehension graphic organizer | KWL notebook activity | YouTube Video<br>Scholastic News online article |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | Science-Earth and Human Activity<br>ELA |

| Differentiation (IEPs / 504s) | Differentiation (ELL) | Differentiation (G &T) |
|---|---|---|
| -more white space<br>-visual aids<br>-audiobooks<br>-small group instruction<br>-graphic organizers | ELL--Pre-teach<br>-Non-linguistic cues<br>-Sentence frames<br>-Visual aids<br>-Manipulatives | Use of educational websites<br>http://www.adifferentplace.org/index.html<br>This site has a variety of differentiated activities across content |

| | | |
|---|---|---|
| -chunk content<br>-multimodal | -Graphic organizers | 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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|---|---|
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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 |
|---|---|---|---|
| 6.3.5.GeoGI.1 | In an interconnected world, increased collaboration is needed by individuals, groups and nations to solve global issues | Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions | Students will complete Mystery Science "Natural Disasters & Engineering".<br>They will create a collaborative spreadsheet for their town budget. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Reflection Sheets<br>End of Mystery of Assessment | Notebook Prompt: Prior knowledge of natural disasters<br>3-dimensional summative assessment | EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | Science- Water Cycle and Earth's Systems |

| Differentiation (IEPs / 504s) | Differentiation (ELL) | Differentiation (G &T) |
|---|---|---|
| -more white space<br>-visual aids<br>-audiobooks<br>-small group instruction<br>-graphic organizers<br>-chunk content<br>-multimodal | ELL--Pre-teach<br>-Non-linguistic cues<br>-Sentence frames<br>-Visual aids<br>-Manipulatives<br>-Graphic organizers | Use of educational websites<br>http://www.adifferentplace.org/index.html<br>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.<br>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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|---|---|
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| Standard: 6.3 | Content Topic: Economics, Innovation and Technology: Economic Ways of Thinking |
|---|---|

| Grade: 5th |
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| Strand | Disciplinary Core Ideas / Essential Statement / Objective | Performance Expectation | Practices / Skills & Lesson |
|---|---|---|---|
| 6.3.5.EconET.1 | Economic decision making involves setting goals and identifying the resources available to achieve those goals | Investigate an economic issue that impacts children and propose a solution | Scholastic News: Be Your Own Boss (4/26/21) Students will read about a group of brothers who worked together to create their own business. As an extension of this activity, students will be asked to create their own business plan. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Vocabulary activity<br>Comprehension graphic organizer | KWL notebook activity | YouTube Video<br>Scholastic News online article |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA<br>Math |

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

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|---|---|---|
| -multimodal | | 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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| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br>SKILLS:<br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

## Content Topic: Amistad

**Grade: 3rd**

| 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://njsbf.org/wp-content/uploads/2020/10/La-Amistad%E2%80%94A-Childs-Journey-Lesson-Plan.pdf<br><br>http://www.twpunionschools.org/documents/Curricula/K-12%20Amistad%20Curriculum%20Resources.pdf |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | La Amistad: A Child's Journey<br><br>https://njsbf.org/school-based-programs/violence-preventionanti-bias-trainings/breaking-bias-lessons-from-the-amistad/<br><br>https://njsbf.org/school-based-programs/violence-preventionanti-bias-trainings/breaking-bias-lessons-from-the-amistad/<br><br>https://www.tolerance.org/classroom-resources/tolerance-lessons/different-colors-of-beauty<br><br>https://www.tolerance.org/classroom-resources/tolerance-lessons/understanding-prejudice-through-paper-plate-portraits |

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

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|---|---|
| Video on a child's journey | ELA<br>Art |

| **Grade: 4th** |
|---|

| **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://njsbf.org/wp-content/uploads/2020/10/La-Amistad%E2%80%94A-Childs-Journey-Lesson-Plan.pdf<br><br>http://www.twpunionschools.org/documents/Curricula/K-12%20Amistad%20Curriculum%20Resources.pdf |

| **Formative, Summative and Alternative Assessments** | **Benchmark Assessments** | **Core Instructional and Supplemental Materials (including various texts at each grade level)** |
|---|---|---|
| Teacher Made Assessments<br>Chapter Review Questions<br>Chapter Test | Pre-test/Post Test<br>KWL Chart | La Amistad: A Child's Journey<br><br>https://native-land.ca/<br>https://americanindian.si.edu/nk360/resources/A-Life-in-Beads-The-Stories-a-Plains-Dress-Can-Tell<br>https://americanindian.si.edu/static/exhibitions/infinityofnations/introduction.html<br><br>https://americanindian.si.edu/nk360/pnw-history-culture#title<br><br>https://npl.org/wp-content/uploads/2017/02/GreatMigrationLessonPlan3.pdf<br>https://www.youtube.com/watch?v=zIqq14ThieA |

| **Technology** | **Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)** |
|---|---|

| | |
|---|---|
| Video on a child's journey | ELA<br>Art |

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

| Grade: 5th |
|---|

| 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://njsbf.org/wp-content/uploads/2020/10/La-Amistad%E2%80%94A-Childs-Journey-Lesson-Plan.pdf<br><br>http://www.twpunionschools.org/documents/Curricula/K-12%20Amistad%20Curriculum%20Resources.pdf |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Comprehension Graphic Organizer<br><br>Readworks Assessment | Pre and post test | La Amistad: A Child's Journey<br><br>http://teacher.scholastic.com/activities/bhistory/underground_railroad/harriet_tubman.htm |

| | | |
|---|---|---|
| | | https://www.youtube.com/watch?v=Dv7YhVKFqbQ<br><br>https://www.readworks.org/article/Celebrating-Juneteenth/d6bdd404-b31a-4508-9e97-c88479ed5cc1#!articleTab:content/<br>https://www.readworks.org/article/Celebrating-Juneteenth/d6bdd404-b31a-4508-9e97-c88479ed5cc1#!articleTab:content/<br>http://whc.unesco.org/en/list/ |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Video on a child's journey | ELA<br>Art |

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

| 21st Century Education | Career Education |
|---|---|
| <u>THEMES:</u><br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br><u>SKILLS:</u><br>Creativity and Innovation Critical | 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.<br><br>CRP1. Act as a responsible and contributing citizen and employee. |

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|---|---|
| Thinking and Problem Solving<br>Communication and Collaboration<br>Information Literacy Media Literacy ICT Literacy Life and Career Skills | CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

## Content Topic: Holocaust

**Grade: 3rd**

| 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.<br><br>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) |
|---|---|---|
| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | Escaping to America: A True Story by Rosalyn Schanzer<br>Seven Brave Women by Betsy Hearne<br>Angel Child, Dragon Child by Michele Maria Surat |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Socialstudiesforkids.com<br><br>You Tube Video-What is the Holocaust? | ELA |

| Grade: 4th |
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| 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.<br><br>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) |
|---|---|---|
| Teacher Made Assessments | Pre-test/Post Test | The New Jersey Adventure |

| | | |
|---|---|---|
| Chapter Review Questions<br>Chapter Test | KWL Chart | The Red Balloon by Albert Lamorisse<br><br>The Point by Harry Nilsson<br><br>The Most Beautiful Place in the World by Ann Cameron |

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

| Grade: 5th |
|---|

| 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.<br><br>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) |
|---|---|---|
| Comprehension Questions | Prior Knowledge Assessment<br>Post Test | Flowers on the Wall by Miriam Nerlove<br><br>So Far from the Sea by Eve Bunting<br><br>The Little Riders by Margaretha Shermin |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA |

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

| 21st Century Education | Career Education |
|---|---|
| THEMES: | Career Ready Practices describe the career-ready skills that all educators in all content |

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|---|---|
| Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br><u>SKILLS:</u><br>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills | 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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |

## Content Topic: Diversity and Inclusion

**Grade: 3rd**

| 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. | Accepting Differences: Read the story Morris Mickelwhite and the Tangerine Dress. Write a narrative about how you fit in. |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets, | KWL Chart, Pre/Post tests/quizzes | Morris Mickelwhite and the Tangerine Dress |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Socialstudiesforkids.com<br><br>You Tube Video | ELA |

**Grade: 4th**

| Disciplinary Core Ideas / Essential Statement / Objective | Practices / Skills & Lesson |
|---|---|
| (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in | Accepting Differences: Unique characteristics Family Food Day |

| | |
|---|---|
| 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. | |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Teacher Made Assessments<br>Chapter Review Questions<br>Chapter Test | Pre-test/Post Test<br>KWL Chart | The New Jersey Adventure<br>Spaghetti in a Hot Dog Bun by Maria Dismondy |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| Epic | SEL- Unique characteristics lesson |

| Grade: 5th |
|---|

| 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. | Accepting Differences:<br>Book Discussions / Comparisons |

| Formative, Summative and Alternative Assessments | Benchmark Assessments | Core Instructional and Supplemental Materials (including various texts at each grade level) |
|---|---|---|
| Reading Comprehension Graphic | Discussion on Differences | Those Shoes by Maribeth Boelts |

| | | |
|---|---|---|
| Organizer | What did you learn post quiz | Last Stop on Market Street by Matthew de la Pena |

| Technology | Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) |
|---|---|
| www.eduplace.com<br><br>EdPuzzle<br>Learn 360<br>Youtube Educational Videos<br>TedEd | ELA<br>Social Emotional Learning |

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

| 21st Century Education | Career Education |
|---|---|
| THEMES:<br>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy<br><br>SKILLS:<br>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.<br><br>CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation. |

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|---|---|
| | CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. |