Pacing Guide For Social Studies Curriculum

Grade 3

Topic	Marking Period	Number of Days
Civics, Government and Human Rights: Civics and Political Institutions	MP 1	14 Days
Civics, Government, and Human Rights: Participation and Deliberation	MP 1	14 Days
Civics, Government and Human Rights: Human and Civil Rights	MP 1/2	14 Days
Civics, Government and Human Rights: Civic Mindedness	MP 2	7 Days
Geography, People and the Environment: Human Population Patterns	MP 2	7 days
Geography, People and the Environment: Spatial Views of the World	MP 2	14 Days
Economics, Innovation and Technology: Economic Ways of Thinking	MP 3	7 Days
Economics, Innovation and Technology: Exchange and Markets	MP 3	15 Days
Economics, Innovation and Technology: National Economy	MP 3	10 Days
Economics, Innovation and Technology: Global Economy	MP 4	10 Days
History, Culture, and Perspectives: Continuity and Change	MP 4	20 Days

Grade: 3rd

Standard:6.1.5	**Content Topic:** Civics, Government, and Human Rights: Civics and Political Institutions

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 -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 -Make list of important individuals at each level of government and discuss their major roles. -Role play town meeting -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 -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 -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) - 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 -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)
Post assessments, Class discussion, Quizzes, Unit tests, Graphic organizers, exit tickets,	KWL Chart, Pre/Post tests/quizzes	-Social Studies-Communities-Houghton Mifflin -Brain Pop Jr. and Learn 360 (related videos) -Branches of Government by John Hamilton -What is a Government by Ann-Marie Kishel -totallythirdgrade.com branches of government song

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

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

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Standard:6.1.5	**Content Topic:** Civics, Government and Human Rights: Participation and Deliberation

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 --Mock town meeting -Explore State of NJ website -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 -Reader's Theater "Saving Soccer"

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
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		-Brain Pop Jr. and Learn 360 (related videos) -What's the Big Deal About Elections by Ruby Shamir -Vote for Our Future by Margaret McNamara

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Learn 360 Videos- Why Communities Have Rules Brain Pop Jr. Videos-Rights and Responsibilities	ELA, Technology

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

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Standard:6.1.5	**Content Topic:** Civics, Government, and Human Rights: Human and Civil Rights

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 -Discuss what life might be like without the rights and freedoms we have as a US citizen. -Interview an adult and discuss the right they think is most important and why. -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. List different Civil Rights leaders and the significant contributions they made. -Discuss how these leaders inspired change.

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

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

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Standard:6.1.5	**Content Topic:** Civics, Government, and Human Rights: Civic Mindedness

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 -List people that are important to a community (police, teachers, firemen, etc.) Discuss traits that these people have and how they positively impact society. -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. -Identify an important leader within the school and list the qualities from the original list that, that leader must possess. -Move this discussion forward only using other positions of authority.

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Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Socialstudiesforkids.com Learn 360-State Gov., The Constitution, The Judicial Branch, The Executive Branch	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-more white space	ELL--Pre-teach	Use of educational websites

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

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Standard:6.1.5	**Content Topic:** Geography, People, and the Environment: Human Population Patterns

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	–Chapter 2 -Make a landforms plate (check for allergies) using food items to represent different landforms.

		people live and work in different regions of New Jersey and the United States.	-Resources T-Chart -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 -Communities GO-list physical characteristics of different types of communities-(packet) -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 -Brain Pop Jr. and Learn 360 (related videos) -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 Learn 360- How Geography Shapes a Community www.socialstudiesforkids.com	Science, ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard:6.1.5	**Content Topic:** Geography, People and the Environment: Spatial View of the World

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. -Complete Physical Map activity-students will look at map of United States and will locate physical features across the country using latitude and longitude.

			-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. -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 -Supply map-have students use a scale to find the distance between two cities -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 photographs, GPS).	-Map Skills and Types of Maps packet -Display different maps and discuss the differences/similarities -Use Google maps to show images of the same locations

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
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Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
www.socialstudiesforkids.com Learn 360- Map Skills for Beginners YouTube Video-Latitude and	Math, Science

Longitude -Google Earth	

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

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 -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 -Discuss scarcity of certain products during pandemic and how that may have influenced decisions made by family members at home. -Discuss different government programs and how limited funds might cause the government to make choices between ending one program to fund another.

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

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

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 - 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 -The Price of Juice Write About it Activity -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 -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.

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

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

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

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

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

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 -Brain Pop Jr. and Learn 360 (related videos) -Lemons and Lemonade by Nancy Loewen -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 -Learn 360-Lemonade for Sale -Brain Pop Jr. Needs and Wants, Goods and Services, Saving and Spending	ELA, 21st Century Skills,

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

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Standard:6.1.5	**Content Topic:** Economics, Innovation, and Technology: Global Economy

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 -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 Strega Nona Meets Her Match By Tomie de Paola Those Shoes by Maribeth Boelts

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

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

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic,	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

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

Standard:6.1.5	**Content Topic:** History, Culture and Perspectives: Continuity and Change

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. -Students will conduct research on one of the famous Americans listed. -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 - Chapter 7, Core Lesson 2 -Students will write 3 questions they would have asked one of the writer's of the Constitution -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	KWL Chart, Pre/Post tests/quizzes	Social Studies-Communities-Houghton

organizers, exit tickets,		Mifflin We the Kids By David Catrow America's Bill of Rights by Kathleen Krull

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

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Literacy Life and Career Skills	CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Content Topic: Amistad

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
The history of the African slave trade, slavery in America, the depth of their impact in our society, and the triumphs of African-Americans and their significant contributions to the development of this country is the proper concern of all people	https://njsbf.org/wp-content/uploads/2020/10/La-Amistad%E2%80%94A-Childs-Journey-Lesson-Plan.pdf 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 https://njsbf.org/school-based-programs/violence-preventionanti-bias-trainings/breaking-bias-lessons-from-the-amistad/ https://njsbf.org/school-based-programs/violence-preventionanti-bias-trainings/breaking-bias-lessons-from-the-amistad/ https://www.tolerance.org/classroom-resources/tolerance-lessons/different-colors-of-beauty 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)
Video on a child's journey	ELA Art

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

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Content Topic: Holocaust

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

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
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 Seven Brave Women by Betsy Hearne Angel Child, Dragon Child by Michele Maria Surat

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

Brain Pop: Holocaust	

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Content Topic: Diversity and Inclusion

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.	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 You Tube Video	ELA

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