Pacing Guide For Social Studies Curriculum

Grade 4

Topic	Marking Period	Number of Days
Civics, Government and Human Rights: Civics and Political Institutions	2	14 Days
Civics, Government, and Human Rights: Participation and Deliberation	2	3 Days
Civics, Government and Human Rights: Democratic Principles	1	3 Days
Civics, Government and Human Rights: Processes and Rules	2	4 Days
Civics, Government and Human Rights: Human and Civil Rights	3	10 Days
Geography, People and the Environment: Human Population Patterns	1	14 Days
Geography, People and the Environment: Spatial Views of the World	1	10 Days
Geography, People, and the Environment: Human Environmental Interaction	1 and 4	15 Days
Geography, People, and the Environment: Global Interconnections	1	5 Days
Economics, Innovation and Technology: National Economy	3/4	14 Days
History, Culture, and Perspectives: Continuity and Change	2/3	20 Days
History, Culture, and Perspectives: Understanding Perspectives	1 and 4	10 Days
History, Culture, and Perspectives: Historical Sourcing and Evidence	1	3 Days
Civics, Government and Human Rights: Participation and Deliberation	3	5 Days

Grade: 4th

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)	● Role play - students vote for pool vs basketball ● 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 ● 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 ● Create a chart comparing local, state, and federal government 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 ● 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 ● 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 ● 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 Chapter Review Questions Chapter 7 Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure 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

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	● Guest speaker ● 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 ● 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 ● 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 Chapter 7 Test Chapter Review Questions	Pre-test/Post Test KWL Chart	The New Jersey Adventure What are the Levels of Government Baron Bedesky

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

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard:6.1.5	**Content Topic:** Civics, Government, and Human Rights: Democratic Principles

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 • 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 Chapter Review Questions Chapter 4 Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure Pilgrims of Plymouth Susan Goodman

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

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard:6.1.5	**Content Topic:** Civics, Government and Human Rights: Processes and Rules

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 ● 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 Chapter Review Questions Chapter 10 Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure 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

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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	Describe how fundamental rights guaranteed by the United	• Read textbook chapter 7. • Bill of Rights Bingo

	the state, national, and international levels to promote human rights.	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).	
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 • 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 • Read "Sit Down to Stand Up" - How were the students treated unfairly? • Read "White Socks Only" - Discuss

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher Made Assessments Chapter Review Questions Chapter 7 Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure White Socks Only Evelyn Coleman 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

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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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 people live and work in different regions of New Jersey and the United States.	• Read chapter 1. Create a map of the regions of NJ and different jobs in those areas.
6.1.5.GeoPP.5	Patterns of settlement differ	Describe how the migration	• Read chapter 2.

	markedly from region to region, place to place and time to time.	and settlement patterns of Native American groups impacted different regions of the Western Hemisphere	• 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 • 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 Chapter Review Questions Chapter 1, 2, 4 Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure 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

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.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 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	● Read chapter 3. ● Create maps of where the natural resources were found 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 Chapter Review Questions Chapter 3 Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure Various maps

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

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard:6.1.5	**Content Topic:** Geography, People and the Environment: Human Environment Interaction

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. ● 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. ● Timeline of how transportation changed in NJ. ● 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. ● 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 Chapter Review Questions Chapter 11 Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure "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

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard:6.1.5	**Content Topic:** Geography, People and the Environment: Global Interconnections

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 • 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 Chapter Review Questions Chapter 3 Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure Various maps

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

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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<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.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. ● Watch Epic History Kids: Great Depression 1-3. ● 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. ● 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. ● Create a timeline of innovations that have helped the people of NJ. ● 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. • 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. • 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 Chapter Review Questions Chapter 11 Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure 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

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:** History, Culture and Perspectives: Continuity and Change

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 ● Create timeline of important events ● 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 ● 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 ● 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	Use multiple sources to describe how George Washington, Thomas Jefferson,	● Read Chapter 6 ● Read “John, Paul, George and Ben” by Lane Smith

	experience today	Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time	● Read “George vs George” by Rosalyn Schanzer ● Read “What’s the Big Idea, Ben Franklin?” ● Read “Fight For Freedom” by Benson Bobrick ● Have students create google slides presentations on how the leaders impacted the founding of a nation.
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	● Read Chapters 2-3 ● Write a story from the Lenni Lenape Indians Point of view. ● “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 ● 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 ● 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 ● 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 ● 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 ● Bill of Rights Bingo ● 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 Chapter Review Questions Chapter Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure Before she was Harriet by Lesa Cline-Ransome "You Wouldn't Want to Sail on the Mayflower" by Peter Cook "You Wouldn't Want to Be At the Boston Tea Party" by Peter Cook "John, Paul, George and Ben" by Lane Smith "George vs George" by Rosalyn Schanzer "What's the Big Idea, Ben Franklin?" "Fight For Freedom" by Benson Bobrick "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

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:** History, Culture, and Perspectives: Understanding Perspectives

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 ● 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 ● 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 Chapter Review Questions Chapter Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure "The Lenape" by Michael DeMocker

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

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:** History, Culture and Perspectives: Historical Sourcing and Evidence

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 • 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 Chapter Review Questions Chapter Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure European Explorers collection on Epic

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

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.5.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 ● 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 Chapter Review Questions Chapter Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure Scholastic News

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

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

Disciplinary Core Ideas / Essential Statement / Objective	**Practices / Skills & Lesson**
The history of the African slave trade, slavery in America, the depth of their impact in our society, and the triumphs of African-Americans and their significant contributions to the development of this country is the proper concern of all people	https://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)**
Teacher Made Assessments Chapter Review Questions Chapter Test	Pre-test/Post Test KWL Chart	La Amistad: A Child's Journey https://native-land.ca/ https://americanindian.si.edu/nk360/resources/A-Life-in-Beads-The-Stories-a-Plains-Dress-Can-Tell https://americanindian.si.edu/static/exhibitions/infinityofnations/introduction.html https://americanindian.si.edu/nk360/pnw-history-culture#title https://npl.org/wp-content/uploads/2017/02/GreatMigrationLessonPlan3.pdf 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 Art

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
-more white space -visual aids -audiobooks -small group instruction	ELL--Pre-teach -Non-linguistic cues -Sentence frames -Visual aids	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of

-graphic organizers -chunk content -multimodal	-Manipulatives -Graphic organizers	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	https://www.nj.gov/education/holocaust/curriculumn/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

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	

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher Made Assessments Chapter Review Questions Chapter Test	Pre-test/Post Test KWL Chart	The New Jersey Adventure The Red Balloon by Albert Lamorisse The Point by Harry Nilsson 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

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

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Content Topic: 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: Unique characteristics Family Food Day

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

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.