Pacing Guide For Social Studies Curriculum

Grade 5

Topic	Standard/Strand	Marking Period	Number of Days
BOY: Classroom Constitution	6.1.5.CivicsPR.1 6.1.5.Civics.PR.3	**1**	2 days
Chapter 3: Age of Exploration	6.1.5.EconEM.1 6.1.5.EconEM.5 6.1.5.Econ.GE.5 6.1.5.HistoryCC.4 6.1.5.HistorySE.1	**1**	15 days
Chapter 4: European Settlements	6.1.5.GeoHE.3 6.1.5.EconEM.6 6.1.5.HistoryCC.2 6.1.5.HistoryCC.5 6.1.5.HistoryCC.6 6.1.5.HistoryCC.10 6.1.5.HistoryCC.11 6.1.5.HistoryCC.15 6.1.5.History.UP.3	**1**	10 days
Chapter 5: New England Colonies	6.1.5.GeoSV.1 6.1.5.GeoSV.5 6.1.5.GeoHE.1 6.1.5.EconGE.3 6.1.5.HistoryCC.2 6.1.5.HistoryCC.5 6.1.5.HistoryCC.12 6.1.5.HistoryCC.14 6.1.5.HistoryCA.1	**1**	10 days
Chapter 6: Middle and Southern Colonies	6.1.5.HistoryCC.2 6.1.5.HistoryCC.3 6.1.5.HistoryCC.5 6.1.5.HistoryCC.12 6.1.5.HistoryCC.13 6.1.5.HistoryCC.14 6.1.5.HistoryCA.1	**2**	20 days
Chapter 7: Causes of the Revolution	6.1.5.HistoryCC.2 6.1.5.HistoryCC.3	**2**	20 days
Chapter 8: The War for Independence	6.1.5.EconGE.2 6.1.5.Econ.GE.4 6.1.5.HistoryCC.2 6.1.5.HistoryCC.3	**2**	20 days
Chapter 9: Creating a Nation	6.1.5.CivicsPI.1 6.1.5.CivicsPL.8 6.1.5.CivicsDP.1 6.1.5.CivicsDP.2 6.1.5.CivicsPR.4 6.1.5.CivicsCM.2 6.1.5.CivicsCM.3 6.1.5.HistoryCC.2	**3**	20 days

Regions of the United States (NE, SE, MW, SW, W)	6.1.5.CivicsPD.3 6.1.5.GeoPP.1 6.1.5.GeoPP.3 6.1.5.GeoGI.1 6.1.5.GeoGI.3 6.1.5.GeoGI.4 6.1.5.EconEM.4 6.1.5.EconGE.1 6.1.5.HistoryCC.2 6.1.5.HistorySE.2	**3-4**	Each region will take about 10 days
Scholastic News	6.1.5.CivicsPD.3 6.1.5.CivicsPR.4 6.1.5.CivicsHR.3 6.1.5EconET.2 6.1.5.EconNM.6 6.1.5.HistoryUP.1 6.1.5.HistoryUP.2 6.1.5.HistoryUP.4 6.1.5.HistoryUP.5 6.1.5.HistoryUP.6 6.1.5.HistoryUP.7 6.3.5.CivicsPD.1 6.3.5.GeoHE.1 6.3.5.EconET.1	**1-4**	5 days

Grade: 5th

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 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 families	Chapter 9- Lesson 1 "A New Nation" Students will read about The Articles of Confederation and discuss the lack of power given to Congress.
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 "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 Lesson Quizzes Chapter Test	Constitutional Show What You Know (prior to reading chapter) Post Test	EdPuzzle Learn 360 Youtube Educational Videos TedEd

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

		ade_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	Effective conflict resolution is	Explain how and why it is	Students will complete Mystery Science

PD.3	possible when evidence, diverse perspectives, and intended / unintended consequences are considered.	important that people from diverse cultures collaborate to find solutions to community, state, national and global challenges.	"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 End of Mystery of Assessment	Notebook Prompt: Prior knowledge of natural disasters 3-dimensional summative assessment	EdPuzzle Learn 360 Youtube Educational Videos TedEd

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

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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	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: Democratic Principles

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, state and national government (e.g., fairness, equality, common good)	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 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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Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
www.eduplace.com EdPuzzle Learn 360 Youtube Educational Videos TedEd	ELA

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

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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.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 Comprehension graphic organizer	KWL notebook activity	YouTube Video Scholastic News online article

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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.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 Lesson Quizzes Chapter Test	Point of View Show What You Know (prior to reading chapter) Post Test	EdPuzzle Learn 360 Youtube Educational Videos TedEd

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

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.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 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 Students will read non-fiction articles and sources. 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 Regions of the US end of unit project	Pre and Post Quiz	YouTube Videos Informational Websites Text for each region Ducksters.com

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

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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ICT Literacy Life and Career Skills	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:** 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)	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 “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 Lesson Quizzes Chapter Test	Geography Show What You Know (prior to reading chapter) Post Test	EdPuzzle Learn 360 Youtube Educational Videos TedEd

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

EdPuzzle Learn 360 Youtube Educational Videos TedEd	

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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	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 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 Lesson Quizzes Chapter Test	Northwest Passage Show What You Know (prior to reading chapter) Post Test	EdPuzzle Learn 360 Youtube Educational Videos TedEd

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

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

-small group instruction -graphic organizers -chunk content -multimodal	-Visual aids -Manipulatives -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 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:** Geography, People and the Environment: Global Interconnections

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
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 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 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 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 Regions of the US end of unit project	Pre and Post Quiz	YouTube Videos Informational Websites Text for each region Ducksters.com

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
www.eduplace.com EdPuzzle Learn 360 Youtube Educational Videos TedEd	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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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
6.1.5EconET.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 Money

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: Exchange and Markets

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

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

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

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Standard:6.1.5	**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.6	A nation's economy is influenced by its government, human and physical capital,	Examine the qualities of entrepreneurs in a capitalistic society	Student Entrepreneurs lesson. Use Scholastic News Online Articles: "Be Your Own Boss"

	availability of resources, and technological progress		"Secret to Our Success" 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 Comprehension graphic organizer	KWL notebook activity	YouTube Video Scholastic News online article

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

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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THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy 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 study. CRP1. Act as a responsible and contributing citizen and employee.

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

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

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 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 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 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 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 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 Lesson Quizzes Chapter Test	Trade Show What You Know (prior to reading chapter) Post Test	EdPuzzle Learn 360 Youtube Educational Videos TedEd

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

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.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) World Travel and Trade New Ideas in Europe Europeans Arrive in the Americas
6.1.5.History	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 Southern

CC.5	shaped the world we experience today	determine its impact on people living in Europe and the Americas	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. 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 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 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. Chapter 6-Lesson 4 Life in the South 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	Chapter 4- Lesson 3 New England Settlements/ Scholastic News “A Struggle to Survive” 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.

		States Constitution, the Bill of Rights)	

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

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

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

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Standard:6.1.5	**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	Scholastic News: Welcome to America (1/4/21) 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	Compare and contrast gender roles, religion, values, cultural	Scholastic News: What's in a Name? (Part of the Native American Heritage Text Set)

	perspective	practices, and political systems of Native American groups	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 Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Chapter 4-Lesson Questions Lesson Quizzes Chapter Test	Show What You Know (prior to reading chapters) Post Test	EdPuzzle Learn 360 Youtube Educational Videos TedEd
Vocabulary activity Comprehension graphic organizer	KWL notebook activity	YouTube Video Scholastic News online article

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

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:** 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	Chapter 3/Lessons 1- 4 World Travel and Trade New Ideas in Europe Europeans Arrive in the Americas 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	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

		how they affect the American identity	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 Lesson Quizzes Chapter Test	"Trade" Show What You Know (prior to reading chapters) Post Test	EdPuzzle Learn 360 Youtube Educational Videos TedEd
Informational pages Regions of the US end of unit project	Pre and Post Quiz	YouTube Videos Informational Websites Text for each region Ducksters.com

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

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

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

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 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 Lesson Quizzes Chapter Test	“Trade” Show What You Know (prior to reading chapters) Post Test	EdPuzzle Learn 360 Youtube Educational Videos TedEd

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

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

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.5.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 Comprehension graphic organizer	KWL notebook activity	YouTube Video Scholastic News online article

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

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

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

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 Comprehension graphic organizer	KWL notebook activity	YouTube Video Scholastic News online article

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

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

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.5.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". 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 End of Mystery of Assessment	Notebook Prompt: Prior knowledge of natural disasters 3-dimensional summative assessment	EdPuzzle Learn 360 Youtube Educational Videos TedEd

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

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

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Standard: 6.3	**Content Topic:** Economics, Innovation and Technology: Economic Ways of Thinking

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 Comprehension graphic organizer	KWL notebook activity	YouTube Video Scholastic News online article

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

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

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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)
Comprehension Graphic Organizer Readworks Assessment	Pre and post test	La Amistad: A Child's Journey http://teacher.scholastic.com/activities/bhistory/underground_railroad/harriet_tubman.htm https://www.youtube.com/watch?v=Dv7YhVKFqbQ

		https://www.readworks.org/article/Celebrating-Juneteenth/d6bdd404-b31a-4508-9e97-c88479ed5cc1#!articleTab:content/ https://www.readworks.org/article/Celebrating-Juneteenth/d6bdd404-b31a-4508-9e97-c88479ed5cc1#!articleTab:content/ 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 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)
Comprehension Questions	Prior Knowledge Assessment Post Test	Flowers on the Wall by Miriam Nerlove So Far from the Sea by Eve Bunting The Little Riders by Margaretha Shermin

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

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

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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)	Accepting Differences: Book Discussions / Comparisons

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)
Reading Comprehension Graphic Organizer	Discussion on Differences What did you learn post quiz	Those Shoes by Maribeth Boelts 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 EdPuzzle Learn 360 Youtube Educational Videos TedEd	ELA Social Emotional Learning

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	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.

SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	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.