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# LESTER C. NOECKER SCHOOL

## ROSELAND SCHOOL DISTRICT

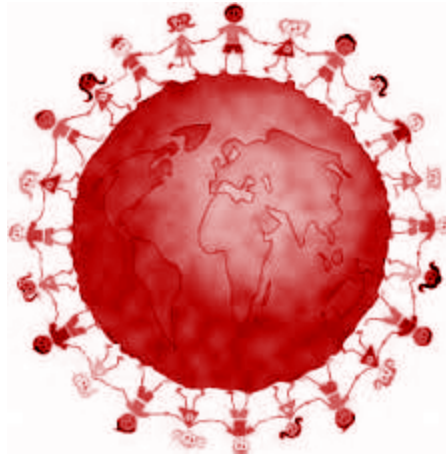
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### **Social Studies Curriculum**

Kindergarten - Sixth Grade

Approved by the Roseland Board of Education

August 2025



## Social Studies Education in the 21st Century

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

**Mission:** *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

**Vision:** An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

<https://www.nj.gov/education/aps/cccs/ss/> (Plein)

## Introduction to the New Jersey Student Learning Standards for Social Studies

<https://www.nj.gov/education/cccs/2014/ss/>

The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.<sup>2</sup>

Social studies instruction occurs throughout the P-6 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.
- In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.
- In grades **5-6**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

### ***The Role of Essential Questions***

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

#### **A. Civics, Government, and Human Rights**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

#### **B. Geography, People, and the Environment**

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

#### **C. Economics, Innovation, and Technology**

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

#### **D. History, Culture, and Perspectives**

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

## **A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy**

A Position Statement of National Council for the Social Studies

*The function of education is to teach one to think intensively and to think critically... Intelligence plus character—that is the goal of true education. ~Martin Luther King Jr.*

### **Rationale**

The last decade of the twentieth century and the first decade of the twenty-first have seen a marginalization of social studies curriculum, instruction, and assessment at all grade levels. In many state houses, in departments of education and in school districts across this great nation, education for citizenship has taken a back seat to education for career and college.

As Judith L. Pace wrote in Education Week in December 2007, "... the data point to a social studies divide, caused by the confluence of high-stakes accountability and school segregation by race and class." She affirmed the view, widely held by social studies educators, that "... depth of historical, political, and cultural understanding" is essential if this democracy is to survive and thrive. Powerful social studies teaching helps students develop enduring understandings in the core content areas of civics, economics, geography, and history, and assures their readiness and willingness to assume citizenship responsibilities. Powerful social studies learning leads to a well informed and civic-minded citizenry that can sustain and build on democratic traditions.

### **Purpose**

This position statement presents a vision of social studies teaching and learning needed to achieve the levels of civic efficacy that the nation requires of its citizens. It does not outline a K–12 social studies program nor does it suggest any particular curricular scope and sequence. The emphasis is on principles of teaching and learning that have enduring applicability across grade levels, social studies core content areas, and scope-and-sequence arrangements. These principles are summarized in this declaration: Teaching and learning in social studies are powerful when they are meaningful, integrative, value-based, challenging, and active.

The vital task of preparing students to become citizens in a democracy is complex. The social studies disciplines are diverse, encompassing an expansive range of potential content. This content engages students in a comprehensive process of confronting multiple dilemmas, and encourages students to speculate, think critically, and make personal and civic decisions based on information from multiple perspectives.

A powerful and rigorous social studies curriculum provides strategies and activities that engage students with significant ideas, and encourages them to connect what they are learning to their prior knowledge and to current issues, to think critically and creatively about what they are learning, and to apply that learning to authentic situations.

### **A Guiding Vision: The Goals of Social Studies**

Teaching social studies powerfully and authentically begins with a deep knowledge and understanding of the subject and its unique goals. Social studies programs prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

## **Qualities of Powerful and Authentic Social Studies**

### **A. Social Studies Teaching and Learning Are Powerful When They Are Meaningful**

Meaningful social studies builds curriculum networks of knowledge, skills, beliefs, and attitudes that are structured around enduring understandings, essential questions, important ideas, and goals.

- Key concepts and themes are developed in depth. The most effective social studies teachers do not diffuse their efforts by covering too many topics superficially. Breadth is important, but deep and thoughtful understanding is essential to prepare students for the issues of twenty-first century citizenship.
- Skills necessary to help our students thrive in a world of continuous and accelerating change are emphasized. These include discipline-based literacy, multi-disciplinary awareness, information gathering and analysis, inquiry and critical thinking, communication, data analysis and the prudent use of twenty-first century media and technology. Skills are embedded throughout meaningful social studies lessons, rather than added on at the end.
- Teachers are reflective in planning, implementing, and assessing meaningful curriculum. Reflective teachers are well informed about the nature and purposes of social studies, have a continually growing understanding of the disciplines that they teach, and keep up with pedagogical developments in the field of social studies.
- Meaningful curriculum includes extensive and reflective study of the United States and other nations' histories, religions, and cultures.

### **B. Social Studies Teaching and Learning Are Powerful When They Are Integrative**

The subjects that comprise social studies--i.e., history, economics, geography, political science, sociology, anthropology, archaeology and psychology--are rich, interrelated disciplines, each critical to the background of thoughtful citizens. The social studies curriculum is integrative, addressing the totality of human experience over time and space, connecting with the past, linked to the present, and looking ahead to the future. Focusing on the core social studies disciplines, it includes materials drawn from the arts, sciences, and humanities, from current events, from local examples and from students' own lives.

- Each of the social studies disciplines themselves integrates content from the others. Units and lessons can draw on ideas from economics, geography, history, political science, and sociology to increase understanding of an event or concept. Each disciplined pursuit demands a level of sensitivity and awareness to content drawn from the arts, humanities, and sciences.
- Powerful social studies teaching combines elements of all the disciplines as it provides opportunities for students to conduct inquiry, develop and display data, synthesize findings, and make judgments.
- Social studies teaching and learning requires effective use of technology, communication, and reading/writing skills that add important dimensions to students' learning.

### **C. Social Studies Teaching and Learning Are Powerful When They Are Value-Based**

Social studies teachers recognize that students do not become responsible, participating citizens automatically. The values embodied in our democratic form of government, with its commitment to justice, equality, and freedom of thought and speech, are reflected in social studies classroom practice.

Social studies teachers develop awareness of their own values and how those values influence their teaching. They assess their teaching from multiple perspectives and, when appropriate, adjust it to achieve a better balance.

- Students are made aware of potential policy implications and taught to think critically and make decisions about a variety of issues, modeling the choices they will make as adult citizens.
- Students learn to assess the merits of competing arguments, and make reasoned decisions that include consideration of the values within alternative policy recommendations.
- Through discussions, debates, the use of authentic documents, simulations, research, and other occasions for critical thinking and decision making, students learn to apply value-based reasoning when addressing problems and issues.
- Students engage in experiences that develop fair-mindedness, and encourage recognition and serious consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to individual and social responsibility.

#### **D. Social Studies Teaching and Learning Are Powerful When They Are Challenging**

Student work should reflect a balance between retrieval and recitation of content and a thoughtful examination of concepts in order to provide intellectual challenges. The teacher must explain and model intellectual standards expected of students. These include, but are not limited to: clarity, precision, completeness, depth, relevance, and fairness.

- Challenging social studies instruction makes use of regular writing and the analysis of various types of documents, such as primary and secondary sources, graphs, charts, and data banks. It includes sources from the arts, humanities, and sciences, substantive conversation, and disciplined inquiry.
- Disciplined inquiry, in turn, includes the teaching of sophisticated concepts and ideas, and in-depth investigation of fewer rather than more topics, with deep processing and detailed study of each topic.
- Challenging social studies includes the rigorous teaching of the core disciplines as influential and continually growing tools for inquiry.

#### **E. Social Studies Teaching and Learning Are Powerful When They Are Active**

Active lessons require students to process and think about what they are learning. There is a profound difference between learning about the actions and conclusions of others and reasoning one's way toward those conclusions. Active learning is not just "hands-on," it is "minds-on."

- Students work individually and collaboratively, using rich and varied sources, to reach understandings, make decisions, discuss issues and solve problems.
- Student construction of meaning is facilitated by clear explanation, modeling, and interactive discourse. Explanation and modeling from the teacher are important, as are student opportunities to ask and answer questions, discuss or debate implications, and participate in compelling projects that call for critical thinking.
- Powerful social studies teachers develop and/or expand repertoires of engaging, thoughtful teaching strategies for lessons that allow students to analyze content in a variety of learning modes.

#### **Conclusion**

Thomas Jefferson and other founders of the republic emphasized that the vitality of a democracy depends upon the education and participation of its citizens. The need for an informed citizenry was the very impetus for the creation of free public education in the United States. If the nation is to develop fully the readiness of its citizenry to carry forward its democratic traditions, it must support progress toward attainment of the vision of powerful social studies teaching and learning.

*National Council for the Social Studies* (<http://www.socialstudies.org>)

## ***Excerpts from Personalizing Social Studies for Young Children***

Dr. M. Gail Hickey, Indiana University - Purdue University

All of us learn better and retain information longer when we experience connections between our own lives and what is being learned. Children in elementary grades need to see personal relevance in what is being learned, because that is how they make essential neurological/social connections. I call this process of making connections “personalizing learning.” Recent research on brain-based learning shows such connections are necessary before optimal learning can occur.

Social studies presents many opportunities for students to experience connections between their own lives and what is being learned. A great deal has been written in recent years about how young children develop social studies understandings. Many teachers are interested in knowing how they can help children explore connections between the home or community and content presented in social studies textbooks. This leadership letter brings together research implications from the professional literature, national social studies curriculum standards and recommendations for implementing these in elementary classrooms to help you personalize social studies for your students.

### **Research on Children and Social Studies~ Why Study Social Studies?**

Adults often think of social studies as a never-ending stream of names, dates, and events to be memorized. Children study social studies in schools for purposes far more vital than simple memorization. Studying social studies helps students develop into well-rounded persons equipped to understand the world around them. Social studies also helps students comprehend their own abilities to contribute to and shape their environments—whether these environments be social or geographic. Social studies permits connections with people of other cultures and makes students aware of their own personal involvement in the chain of events and circumstances linking the past to the future.

The purposes and potential outcomes of social studies instruction are important to students’ lives. Teachers and other educators should give social studies a place of honor throughout each school day, not simply relegate it to Fridays or “when there is time.” In fact, many experts urge schools to significantly increase the time currently devoted to social studies in elementary classrooms. Researchers also agree elementary teachers should include social studies in their curriculum “in ways appropriate to the capabilities and interests of the students” (Crabtree and Nash, 1992).

### **Children’s Understanding of the Past**

All children have some idea that life was different in the past, but not very many of them have a clear understanding of what history means. When social studies in the early elementary school curriculum is ignored or neglected, children sometimes have not encountered history at all prior to fourth grade. In studies of young children’s learning of history, researchers found children usually associate history with famous people or events—rarely realizing they themselves are a part of history, or even that they have a personal history (Levstik and Barton, 2001).

Current research on children’s historical thinking also demonstrates teachers should begin children’s exposure to social studies by focusing on students’ own lives and the lives of their family members (Barton, 1994; Levstik and Barton, 2001). Young children’s intuitive sense of the past tends to be of a very personal nature. Things from the past children are most interested in include themselves and their families (Elkind, 1981). Students’ ethnic and cultural backgrounds provide fertile starting points for making personal connections with new social studies learning. When teachers use strategies and plan lessons that build on prior knowledge by incorporating the child’s own cultural learning and experiences, children are empowered as learners. Students in classes such

as these have been found to demonstrate improved skills, abilities, and sense of self-worth (Campbell, 1996; McAdoo, 1993). When teachers incorporate children's personal and family history into the social studies curriculum, and empower children to become participants in the history-gathering process, their thinking and reasoning skills improve, their academic achievement increases, their sense of self-worth is enhanced, and their curiosity is piqued.

And if in the process teachers portray social studies as experience instead of simply facts, children learn to value the personal aspects of history—an attitude that may help increase their abilities to make sense of the world around them.

### **Personalizing the Past Brings History to Life**

The idea of teaching history through attention to personal experience and primary sources is not new. "History is never either a neutral force or a complete world view; history is always someone's history," Appleby and colleagues (1994) suggest. Barton and Levstik (1996) remind us that "all of us start with our own diverse social histories—the story of who we are as interpreted through the experiences of daily living, family stories, pictures and artifacts."

Children can and should use primary sources for historical inquiry in the early grades (Brophy and Alleman, 1995; Levstik and Barton, 2001). The research literature also suggests teachers who engage their students in active investigations of family and community history, who "build on what young children already know and address their misconceptions," help children develop meaningful historical understanding (Barton, 1997, p.16). In his review of the research about how young children learn history, John Hoge focuses on another important purpose of social studies: making the past real to students "instead of remaining an untouchable abstraction held only in adult memories or in hollow textbook passages" (Hoge, 1988). When teachers at the elementary level make the past real, they personalize social studies instruction in ways that enable young children to begin to build insights into their own lives and current events. The past becomes a tool to illuminate the present.

Teachers who effectively personalize social studies instruction facilitate children's recognition of their own relationship to history and help students realize their actions and lives contribute to a history not yet written. Appropriate brain-based instruction (such as personalizing social studies) also helps prepare students for the more formal and complex social studies instruction they will receive as secondary school students.

### **Making Social Studies Instruction Meaningful**

Tarry Lindquist, recipient of the Elementary Social Studies Teacher of the Year Award and author of *Seeing the Whole Through Social Studies* (1995), believes "making learning meaningful is the core of teaching." If young students cannot connect what is happening in the classroom with their own homes and lives, she writes, "then it seems to me that not much learning is going to occur."

How, then, can we know when social studies learning is meaningful? In 1993, the National Council for the Social Studies (NCSS) disseminated a vision statement with essential recommendations for making social studies teaching and learning meaningful. According to the NCSS vision statement, social studies is made meaningful when:

- Rather than memorizing disconnected bits of information or practicing skills in isolation, students learn connected networks of knowledge, skills, beliefs, and dispositions that they will find useful both in and out of school.
- Instruction emphasizes depth of development of important ideas with appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application.
- The significance and meaningfulness of the content is emphasized in both how it is presented to students and how it is developed through activities.

- Classroom interaction focuses on sustained examination of a few important topics rather than superficial coverage of many.
- Meaningful learning activities and assessment strategies focus students' attention on the most important ideas embedded in what they are learning.
- The teacher is reflective in planning, implementing, and assessing instruction.

### **Implementing the Research: Instructional Strategies**

What kinds of teaching practices are suited to personalizing social studies? Even well-written textbooks usually must be supplemented with teacher creativity and additional instructional resources. This section offers suggested strategies and resources for personalizing social studies textbook content in the elementary grades, with a focus on the use of children's literature, lessons involving family stories and artifacts, and learning about local history through the use of community resources.

### **Using Children's Literature to Teach Social Studies**

Quality children's literature can supplement and enrich social studies textbook content. Many textbook topics that capture students' interest cannot be covered in depth by publishers. Children's literature offers teachers a way to broaden coverage of selected topics. Children's literature also can provide personalized connections—through discussion of and reading about the everyday lives of people during a particular era.

Children's books should be selected for their appropriateness to the topic studied, their relevance to children's lives, and their historical accuracy.

Teachers should consider the value of picture books for broadening coverage of social studies topics, even in intermediate and middle grades. Books featuring pictures or well-done illustrations often present information about people and their actions (adding depth to the topic of study), serve to bolster students' language usage, and help students develop habits of mind needed to comprehend social studies knowledge. Sensitive or difficult topics can be introduced or expanded upon through the use of appropriate picture books; for example, post-Civil War treatment of African Americans can be enhanced through biographies such as Towle's (1993) *The Real McCoy: The Life of an African-American Inventor*.

### **Family Stories and Artifacts**

Social studies learning and literacy skills are enhanced, and students experience more personal connections, when writing and speaking activities are woven into the social studies curriculum. Stories and storytelling are linked to the development of literacy. Through listening to stories and through telling them, children learn sequencing and structure. They also begin to appreciate the sensual and metaphoric properties of language: the rhythms, rhymes, figures of speech, and dialogic voices that communicate feelings.

Family stories especially serve to facilitate literacy and social studies learning. Teachers should provide a structure that allows children to comfortably share what they know about their own experiences. Structure with flexibility is key here, though—some families may be reluctant at first to share information they consider personal when that information may be shared aloud in class. Personal and/or family history assignments should encourage students to share significant events of their lives, not everything about themselves and their families.

One flexible strategy would be to give students the option of collecting information on someone's life other than their own, since the purpose of the activity is to discover how the past affects the present, not to put particular students on display.

## **Using Family Artifacts**

Using family artifacts is another way to “build on what young children already know.” Acting as historians, children themselves collect data, examine primary sources, interview the people who used these artifacts or who have firsthand knowledge of persons who did, draw conclusions or make generalizations that help them make connections between artifacts and their own personal/family histories, write reports or descriptions that may themselves become memorabilia, and disseminate information about artifacts examined through these reports and student-created museum-like displays.

A class project to collect, analyze, and display family artifacts can be an excellent way to launch young students into active historical inquiry. The stories artifacts engender help mold identities and provide a continued sense of family, but these relics can help motivate serious study of the past, as well. The two activities described below capitalize on the fascination of heirlooms and memorabilia, and suggest ways students may indulge their curiosity and imagination as they are encouraged to learn about their own family’s history.

A “Grandma’s Attic Trunk” project begins when the teacher shares memorabilia from his or her own family’s history with students. One second-grade teacher brought a small clothing chest filled with personal artifacts to school and invited her students to speculate about the history behind the contents. Students were inspired to think about their own family’s artifacts and, after taking home a note explaining the purpose of the activity, returned to school the following week with shoe boxes and other small containers filled with ten family or personal artifacts. The students shared their “trunks” orally with classmates and then composed a short story about each item—describing the item’s relevance to their own lives or to the lives of family members.

Another second-grade teacher read to her class the book *Song and Dance Man* (Ackerman, 1983), in which a grandfather shares props and costumes from his vaudeville days with his family. After reading the book aloud, the teacher shared an artifact from her own attic: a silver ladle passed down through several generations in her family. Students called the resulting activity “My Treasure,” since they were inspired by the book and the teacher’s sharing time to go home and search for a personal or family artifact that had meaning for them. Once students brought their personal artifacts to class, they spent time sharing orally, and then created a “museum exhibit,” labeling the artifact, designing a display, and adding a short essay describing the artifact’s importance in their lives. The “museum exhibits” engendered so much interest throughout the school that students opened their classroom for “museum tours” one afternoon and invited other classes to examine their artifacts. Use the questions below to create a handout for students to take home when a family artifact project is planned:

- Who owned the article?
- What historical period is the article from (e.g., the 1920s)?
- What do you know about the life and times of the person who owned this article?
- What well-known people also lived during this time period?
- What famous events occurred during the same period?
- What other interesting or significant information can you provide about this article and/or the time period in which it was used?

## **Using Community Resources**

The study of one’s personal and family history can be a powerful motivational strategy that inspires students to think differently about history and social studies as school subjects. It is equally important, however, for teachers to help their students learn to place important people/places/events in some sort of historical context, especially one that has personal meaning, such as the local neighborhood or community. Studying local history is a good way to begin looking at historical context, especially in elementary grades.

**Conclusion**

Children learn better and retain information longer when they experience connections between their own lives and what is being learned. It is necessary for young children to see personal relevance in what is being taught, and teachers who understand how to personalize learning are able to help children experience these personal connections. Social studies, especially through the study of family and community history, presents teachers and students with many opportunities to make the connections necessary for personalizing learning.

When young children become active investigators of their own place in history, they are empowered as learners. Children who are involved in researching family stories and artifacts, as well as those who study the history of their own community, have been found to demonstrate improved skills and abilities, and a sense of self-worth. These children become participants in the history-gathering process in ways that improve their thinking and reasoning skills, increase their academic achievement, enhance their sense of self-worth, and pique their curiosity about the world around them and their place in it.

## **Intersection of Social Studies and 21<sup>st</sup> Century Skills**

The 21st Century Skills and Social Studies Map, the first of its kind to be released, demonstrates how the integration of 21st century skills into the social studies supports teaching and prepares students to become effective and productive citizens in the 21st century. The map, developed by the Partnership for 21st Century Skills and National Council for the Social Studies, provides educators with concrete examples of how 21st century skills can be infused into classroom practices and highlights the critical connections between social studies and 21st century skills.

The skills are:

- Creativity and Innovation;
- Critical Thinking and Problem Solving;
- Communication;
- Collaboration;
- Information Literacy;
- Media Literacy;
- ICT Literacy;
- Flexibility and adaptability;
- Initiative and Self-direction;
- Social and Cross-cultural skills;
- Productivity and Accountability;
- Leadership and Responsibility.

Map Available at [http://www.p21.org/storage/documents/ss\\_map\\_11\\_12\\_08.pdf](http://www.p21.org/storage/documents/ss_map_11_12_08.pdf)

## **Intersection of English Language Arts Standards**

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

### **Anchor Standards: Reading**

#### **Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

## **Anchor Standards: Writing**

### **Text Types and Purposes**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Anchor Standards: Speaking and Listening**

### **Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



# LESTER C. NOECKER SCHOOL

## ROSELAND SCHOOL DISTRICT

Grade: Kindergarten

Unit # 1

Unit Name:  
Creating a Class  
Community

Time of year (Approximate # of days):  
Sept-Oct: focus (25)  
Sept - June: ongoing

### NJSLS Standards

- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities [are needed].
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

### Overview of Unit:

Introduction to the study of Social Studies. Demonstrate an understanding of establishing rules by following classroom routines, jobs, and how to work with others. Understanding and respecting likenesses and differences in our learning community..

### Essential Understandings:

- What is Social Studies?
- What makes a good student or friend?
- What is a good choice vs a poor choice?

Why do we follow rules?  
How can we solve our problems?  
How do we create a class community?

<p><u>Interdisciplinary Connections:</u></p> <p>LA.RL.K.1 LA.RL.K.3 LA.RI.K.1 LA.W.K.1 LA.W.K.2 LA.W.K.3 LA.SL.K.2 LA.SL.K.1.A LA.SL.K.1.B LA.SL.K.4 LA.SL.K.5 LA.SL.K.6 VPA.1.3.2.D.2</p>	<p><u>LCN Technology Curriculum</u> <u>NJSLS Technology Standards</u></p> <p>*Viewing Youtube videos: *Using Smartboard *Using Smart Notebook</p> <p>NJSLS 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose</p> <p>NJSLS 9.1.4.A.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play)</p> <p>LCN 2.3 Explain why there are rules for using technology at home and at school.</p> <p>LCN 2.6 Follow the school rules for safe and ethical Internet use.</p> <p>LCN 3.3 Use age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas</p>	<p><u>21st Century Skills:</u></p> <p>9.1.4.A.1: Recognize a problem and brainstorm ways to solve the problem individually or collaboratively</p> <p>9.1.4A.5: Apply critical thinking and problem solving skills in classroom and family settings.</p> <p>9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)</p> <p>9.1.4.D.2: Express needs, wants, and feelings appropriately in various situations.</p> <p>9.1.4.F. 1: Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school and community.</p> <p>9.1.4.F.2: Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extracurricular activities</p> <p>9.1.4.F.3: Explain the importance of understanding and following rules in family, classroom and community settings.</p>	
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>Teacher observation (F) Class discussions (F) Class participation (F) Classwork: journal pages</p>	<p>Leveled readers of topic Pairing / grouping Illustrating / labeling/ writing sentences *See Differentiation Strategies</p>	<p>Nystrom Jumbo Atlas: Getting Started Youtube.com Brainpop.com Whole Brain Rules Responsive Classroom meetings &amp; charts</p>	<p>Responsive classroom Charts *<i>Glitch, Bummer, Disaster</i> *<i>Ways to Share</i> *<i>Who goes first</i> *<i>Ways to calm down</i> *<i>Whole Brain Teaching</i></p>

(F), poems (F), narrative writings (S), activity pages (S)		Literature: Rules <u>Examples:</u> Non-Fiction: <i>Getting Together</i>  Fiction: <i>We Share Everything</i> <i>Our Class Is A Family</i> <i>Be Kind</i> <i>How Full is your Bucket</i> <i>King of Kindergarten</i> <i>Top Secret Agent</i>	<i>Rules</i> <i>* Partnerships for discussion</i> <i>*Behavior System</i> <i>*Mindfulness and Self-regulation</i>  <i>*How to Fill Your Bucket:</i> Student buckets and how to be a filler
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Grade: Kindergarten		
Unit # 2	Unit Name: All about Me Families	Time of year (Approximate # of days): Oct-Nov: focus (25) Sept - June: ongoing (5)
<a href="#">NJSLs</a> Standards 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.		
Overview of Unit: Demonstrates an understanding of characteristics of oneself and one's family		
Essential Understandings: What is a family? Who am I in my family? Why is your family important to you? What is my personal history and how does it influence who I am? How does my culture and history, and that of my family affect what I think and do? How can I appreciate differences among people? How are families alike and how are they different from each other?		
<a href="#">Interdisciplinary Connections:</a> LA.RL.K.1 LA.RL.K.3 LA.RI.K.1 LA.W.K.1 LA.W.K.2 LA.W.K.3 LA.SL.K.2	<a href="#">LCN Technology Curriculum</a> <a href="#">NJSLs Technology Standards</a>  *Viewing Youtube videos: *Using Smartboard *Using Smart Notebook	<a href="#">21st Century Skills:</a> 9.1.4.A.1: Recognize a problem and brainstorm ways to solve the problem individually or collaboratively  9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)  9.1.4aA.5: Apply critical thinking and problem solving

LA.SL.K.1.A LA.SL.K.1.B LA.SL.K.4 LA.SL.K.5 LA.SL.K.6 VPA.1.3.2.D.2	NJSLS 9.1.4.A.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play)  LCN 2.3 Explain why there are rules for using technology at home and at school.  LCN 2.6 Follow the school rules for safe and ethical Internet use.  LCN 3.3 Use age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas	skills in classroom and family settings.  9.1.4.D. 3: Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom  9.1.4.F. 1: Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school and community.  9.1.4.F.3: Explain the importance of understanding and following rules in family, classroom and community settings.	
Assessments	Differentiation	Resources	Notes
<i>Formative, Summative, Benchmark, Alternative</i>  Teacher observation (F) Class discussions (F) Class participation (F) Classwork: journal pages (F), poems (F), narrative writings (S), activity pages (S)	Leveled readers of topic Pairing / grouping Illustrating / labeling / sentences *See Differentiation Strategies	Nystrom Jumbo Atlas: Family, Friends and Me Youtube.com Brainpop.com Poetry Packets Literature: me-family Examples: Non Fiction: <i>H.M. All I Am</i> <i>Whoever You Are</i> Fiction: <i>Chrysanthemum</i> <i>I Like Me</i> <i>My Mommy Doesn't Know my Name</i> <i>It's Okay to Be Different</i> <i>Five Creatures</i> <i>The Family Book</i>	

Grade: Kindergarten		
Unit # 3	Unit Name: Community and	Time of year (Approximate # of days):

	Community Workers	Nov- Dec: focus (25) Sept - June: ongoing (5)	
<p><a href="#">NJSL Standards</a></p> <p>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p>6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</p> <p>6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p>			
<p>Overview of Unit:</p> <p>Demonstrates an understanding of the leaders within our community</p> <p>Demonstrates an understanding of towns, and the people and places in them</p>			
<p>Essential Understandings:</p> <ul style="list-style-type: none"> <li>Where do I live</li> <li>Who are the workers that help the people in town</li> </ul>			
<p><a href="#">Interdisciplinary Connections:</a></p> <p>LA.RL.K.1</p> <p>LA.RL.K.3</p> <p>LA.RI.K.1</p> <p>LA.W.K.1</p> <p>LA.W.K.2</p> <p>LA.W.K.3</p> <p>LA.SL.K.2</p> <p>LA.SL.K.1.A</p> <p>LA.SL.K.1.B</p> <p>LA.SL.K.4</p> <p>LA.SL.K.5</p> <p>LA.SL.K.6</p> <p>VPA.1.3.2.D.2</p>	<p><a href="#">LCN Technology Curriculum</a></p> <p><a href="#">NJSL Technology Standards</a></p> <p>*Viewing Youtube videos:</p> <p>*Using Smartboard</p> <p>*Using Smart Notebook</p> <p>NJSLS 9.1.4.A.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play)</p> <p>LCN 2.3 Explain why there are rules for using technology at home and at school.</p> <p>LCN 2.6 Follow the school rules for safe and ethical Internet use.</p> <p>LCN 3.3 Use</p>	<p><a href="#">21st Century Skills:</a></p> <p>9.1.4.A.1: Recognize a problem and brainstorm ways to solve the problem individually or collaboratively</p> <p>9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)</p> <p>9.1.4aA.5: Apply critical thinking and problem solving skills in classroom and family settings.</p> <p>9.1.4.D. 3: Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom</p>	<p><a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a></p> <p>9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.3: Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p>

	<p>age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas</p>	<p>9.3.4.A.3 Appraise personal likes and dislikes and identify careers that might be suited to personal files.</p> <p>9.2.4.B.1: Differentiate between financial wants and needs.</p> <p>9.2.4.B.2: Identify age-appropriate financial goals</p> <p>9.3.4.A.4 Identify qualifications needed to pursue traditional and nontraditional careers and occupations.</p> <p>9.2.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.</p> <p>9.3.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.3.4.A.3 Appraise personal likes and dislikes and identify careers that might be suited to personal files.</p> <p>9.3.4.A.4 Identify qualifications needed to pursue traditional and nontraditional careers and occupations.</p> <p>9.3.4.A.5 Locate career information using a variety of resources.</p> <p>9.3.4.A.6 Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success.</p>	
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>Teacher observation (F)</p> <p>Class discussions (F)</p>	<p>Leveled readers of topic</p> <p>Pairing / grouping</p> <p>Illustrating / labeling/ sentences</p> <p>*See Differentiation Strategies</p>	<p>Nystrom Jumbo Atlas: In Town</p> <p>Youtube.com</p> <p>Brainpop.com</p> <p>Poetry Packets: <i>Stop and</i></p>	<p>Roseland Fire Dept come into the Kindergarten during Fire Safety Week</p> <p>Dramatic Play Center::</p>

Class participation (F) Classwork: journal pages (F), poems (F), narrative writings (S), activity pages (S)		Go Literature: community - town <u>Examples:</u> Non-Fiction: <i>Uptown</i> <i>Beneath the Bridge</i> <i>School Bus</i> Fiction: <i>Stop Drop and Roll</i> <i>My Mom is a Firefighter</i> <i>Officer Buckle and Gloria</i> <i>As the Crow Flies</i>	students will act out what community workers do and how they act
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Grade: Kindergarten			
Unit # 4	Unit Name: Human Rights	Time of year: Jan - Feb: Focus (15) Sept - June: ongoing (15)	
<a href="#">NJSLs</a> Standards 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. Understanding the past helps to make sense of the present. 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).			
Overview of Unit: Demonstrate an understanding of the actions of Dr. Martin Luther King Jr. and other civil rights leaders that served as catalysts for social change			
Essential Understandings: <ul style="list-style-type: none"><li>• How are we alike?</li><li>• How are we different?</li><li>• Understand the difference between fair and equal</li><li>• Gain simple understanding of prejudice and stereotyping (Amistad, AAPI)</li><li>• Gain an understanding of unfair treatment towards others</li></ul>			
<a href="#">Interdisciplinary Connections:</a> LA.RL.K.1 LA.RL.K.3 LA.RI.K.1 LA.W.K.1 LA.W.K.2 LA.W.K.3	<a href="#">LCN Technology Curriculum</a> <a href="#">NJSLs Technology Standards</a>  *Viewing Youtube videos: *Using Smartboard *Using Smart Notebook	<a href="#">21st Century Skills:</a> 9.1.4.A.1: Recognize a problem and brainstorm ways to solve the problem individually or collaboratively  9.1.4.c.1 Practice	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>  9.2.4.A.2: Identify various life roles and civic and work-related activities in

LA.SL.K.2 LA.SL.K.1.A LA.SL.K.1.B LA.SL.K.4 LA.SL.K.5 LA.SL.K.6 VPA.1.3.2.D.2	NJSLs 9.1.4.A.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play)  LCN 2.3 Explain why there are rules for using technology at home and at school.  LCN 2.6 Follow the school rules for safe and ethical Internet use.  LCN 3.3 Use age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas	collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)  9.1.4aA.5: Apply critical thinking and problem solving skills in classroom and family settings.  9.1.4.B.1: Participate in brainstorming sessions to seek information, ideas and strategies that foster creative thinking.  9.1.4.D. 3: Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom	the school, home, and community
Assessments	Differentiation	Resources	Notes
<i>Formative, Summative, Benchmark, Alternative</i>  Teacher observation (F) Class discussions (F) Class participation (F) Classwork: journal pages (F), poems (F), narrative writings (S), activity pages (S)	Leveled readers of topic Pairing / grouping Illustrating / labeling/ sentences *See Differentiation Strategies	Nystrom Jumbo Atlas Youtube.com Brainpop.com Poetry Packets  Literature: Human Rights <u>Examples:</u> Non-Fiction: <i>Happy Birthday Martin</i> <i>Celebrating MLK,jr</i> <i>Ruby Bridges</i> <i>If a Bus Could Talk</i> Fiction: <i>Two Eggs Please</i>	*Egg activity: brown and white egg. Different on the outside, same on the inside.

Grade: Kindergarten		
Unit # 5	Unit Name: On the Farm	Time of year (Approximate # of days): April - May (25)
<a href="#">NJSLs</a> Standards 6.1.2.EconET.3: Describe how supply and demand influence price and output of products. 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.		

6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter)

6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

#### Overview of Unit:

Demonstrate an understanding of farms, and the animals and places on them. Compare wants versus needs.

#### Essential Understandings:

- What is a farm and how does it provide for us?
- What are things, animals, jobs, buildings and foods found on a farm?
- How are towns and farms alike and different?
- What are wants and needs?
- What is a map and what purpose does it serve?

#### Interdisciplinary Connections:

LA.RL.K.1  
LA.RL.K.3  
LA.RI.K.1  
LA.W.K.1  
LA.W.K.2  
LA.W.K.3  
LA.SL.K.2  
LA.SL.K.1.A  
LA.SL.K.1.B  
LA.SL.K.4  
LA.SL.K.5  
LA.SL.K.6  
VPA.1.3.2.D.2

#### LCN Technology Curriculum NJSLS Technology Standard

\*Viewing Youtube videos:  
\*Using Smartboard  
\*Using Smart Notebook

NJSLS 9.1.4.A.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play)

LCN 2.3 Explain why there are rules for using technology at home and at school. LCN 2.6 Follow the school rules for safe and ethical Internet use.

LCN 3.3 Use age-appropriate technologies (e.g. drawing program, presentation software) to communicate

#### 21st Century Skills:

9.1.4.A.1: Recognize a problem and brainstorm ways to solve the problem individually or collaboratively

9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)

9.1.4aA.5: Apply critical thinking and problem solving skills in classroom and family settings.

9.1.4.B.1: Participate in brainstorming sessions to seek information, ideas and strategies that foster creative thinking.

9.1.4. A .4: Use data accessed on the Web to inform solutions to

#### Career Awareness OR Personal Finance:

9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3: Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

	and exchange ideas	problems and the decision-making process.  9.3.4.A.4 Identify qualifications needed to pursue traditional and nontraditional careers and occupations.	
Assessments	Differentiation	Resources	Notes
<i>Formative, Summative, Benchmark, Alternative</i>  Teacher observation (F) Class discussions (F) Class participation (F) Classwork: journal pages (F), poems (F), narrative writings (S), activity pages (S)	Leveled readers of topic Pairing / grouping Illustrating / labeling / sentences *See Differentiation Strategies	Nystrom Jumbo Atlas: On the Farm Youtube.com Brainpop.com Poetry Packets: <i>All Around the Barnyard, The Giving Farm</i>  Literature: me-family <u>Examples:</u> Non-fiction: <i>What's on My Plate</i> <i>Life Cycle of a Chicken</i> <i>Farm Animals</i> <i>From Egg to Chicken</i> Fiction: <i>Click Clack Moo, Cows that Type</i> <i>Russell the Sheep</i> <i>If you Plant a Seed</i> <i>Rooster Can't Cock-a-Doodle-doo</i>	*Old MacDonald's Farm song using Farm Apron w/ characters  *Dramatic Play: Farm life  *Mapping a Farm  *Creating a farmers market  *What's on my plate: everything on your plate can be traced back to a farm

Grade: Kindergarten		
Unit # 6	Unit Name: The United States Historical Symbols / Presidents	Time of year (Approximate # of days): Feb - focus (15) Sept - June: ongoing (5)
<a href="#">NJSLs</a> Standards 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.		
Overview of Unit:		

Demonstrate an understanding of the United States's historical symbols and holidays, and how they affect the American identity and identify historical leaders.

Essential Understandings:

What symbols represent my country?

What symbols represent my holiday? (EX:President's Day, Fourth of July)

What leaders contributed to the development of the U.S. government?

<a href="#">Interdisciplinary Connections:</a> LA.RL.K.1 LA.RL.K.3 LA.RI.K.1 LA.W.K.1 LA.W.K.2 LA.W.K.3 LA.SL.K.2 LA.SL.K.1.A LA.SL.K.1.B LA.SL.K.4 LA.SL.K.5 LA.SL.K.6 VPA.1.3.2.D.2	<a href="#">LCN Technology Curriculum</a> <a href="#">NJSLs Technology Standards</a>  *Viewing Youtube videos: *Using Smartboard *Using Smart Notebook  NJSLs 9.1.4.A.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play)  LCN 2.3 Explain why there are rules for using technology at home and at school. LCN 2.6 Follow the school rules for safe and ethical Internet use.  LCN 3.3 Use age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas	<a href="#">21st Century Skills:</a> 9.1.4.A.1: Recognize a problem and brainstorm ways to solve the problem individually or collaboratively  9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)  9.1.4aA.5: Apply critical thinking and problem solving skills in classroom and family settings.  9.1.4.D. 3: Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom  9.1.4.B.1: Participate in brainstorming sessions to seek information, ideas and strategies that foster creative thinking.	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>  9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.  9.2.4.A.3: Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
Assessments	Differentiation	Resources	Notes
<i>Formative, Summative, Benchmark, Alternative</i>  Teacher observation (F) Class discussions (F) Class participation (F) Classwork: journal pages	Leveled readers of topic Pairing / grouping Illustrating / labeling/ sentences *See Differentiation Strategies	Nystrom Jumbo Atlas: The United States Youtube.com Brainpop.com Poetry Packets:  Literature: Presidents	*practice Pledge of Allegiance  *Write letter to President  *Symbols, landmarks, presidents Sort

(F), poems (F), narrative writings (S), activity pages (S)		<u>Examples:</u> Non-fiction: <i>George Washington Booklet</i> <i>Abe Lincoln Booklet</i> <i>Looking at Lincoln</i>  Fiction: <i>The Boy who Looked Like Lincoln</i> <i>Liar Liar Pants on Fire</i>	*identify symbols on coins and bills
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Grade: Kindergarten		
Unit # 7	Unit Name: Cultures / Traditions Holidays	Time of year (Approximate # of days): Sept - June: ongoing (10)
<u>NJSLS Standards</u> 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. Understanding the past helps to make sense of the present. 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).		
Overview of Unit: Demonstrate an understanding of cultural diversity and individuality Demonstrate an understanding of major U.S. holidays		
Essential Understandings: <ul style="list-style-type: none"><li>Why might one person celebrate different things / holidays?</li><li>Gain an understanding of how and why certain holidays are celebrated</li><li>Gain an understanding of cultural identity</li><li>Compare and contrast different kinds of holiday celebrations</li><li>Learning how to debate ideas about events</li></ul>		
<u>Interdisciplinary Connections:</u> LA.RL.K.1 LA.RL.K.3 LA.RI.K.1 LA.W.K.1 LA.W.K.2 LA.W.K.3 LA.SL.K.2 LA.SL.K.1.A LA.SL.K.1.B LA.SL.K.4 LA.SL.K.5	<u>LCN Technology Curriculum</u> <u>NJSLS Technology Standards</u>  *Viewing Youtube videos: *Using Smartboard *Using Smart Notebook  NJSLS 9.1.4.A.1 Practice collaborative skills in groups, and explain how	<u>21st Century Skills:</u> 9.1.4.A.1: Recognize a problem and brainstorm ways to solve the problem individually or collaboratively  9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)  9.1.4aA.5: Apply critical thinking and problem solving skills in classroom and family settings.  9.1.4.D. 3: Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside

LA.SL.K.6 VPA.1.3.2.D.2	<p>these skills assist in completing tasks in different settings (at home, in school, and during play)</p> <p>LCN 2.3 Explain why there are rules for using technology at home and at school. LCN 2.6 Follow the school rules for safe and ethical Internet use.</p> <p>LCN 3.3 Use age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas</p>	<p>of the classroom</p> <p>9.1.4.B.1: Participate in brainstorming sessions to seek information, ideas and strategies that foster creative thinking.</p>	
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>Teacher observation (F) Class discussions (F) Class participation (F) Classwork: journal pages (F), poems (F), narrative writings (S), activity pages (S)</p>	<p>Leveled readers of topic Pairing / grouping Illustrating / labeling / sentences *See Differentiation Strategies</p>	<p>Nystrom Jumbo Atlas: Holidays All Year Long Youtube.com Brainpop.com Poetry Packets: Literature: Holidays</p>	<p>*Johnny Appleseed-What is legend</p> <p>*Class Share: experiences and holidays</p>



# LESTER C. NOECKER SCHOOL

## ROSELAND SCHOOL DISTRICT

Grade One		
Unit # 1	Unit Name Citizenship and the Community	Time of year September/October (focus) Class, School, and Community - ongoing throughout
<a href="#">NJSL</a> Standards		

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities [are needed].

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

Overview of Unit: Citizenship begins with becoming a contributing member of the classroom community.

Essential Understandings:

**Overarching Goals/ Enduring Understandings:**

Learners will . . .

- Describe characteristics of one's self, family, and peers
- Demonstrate understanding of rules, individual responsibilities, and appropriate behavior within a classroom community
- Identify and discuss physical features on a map of a community
- Identify themselves as a member of a community
- Identify and discuss the contribution of community workers

**Essential Questions:**

- What makes a good citizen?
- What are the components of a community? (people and places)
- How do I fit into my community?
- How does my name represent who I am?

<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSLs Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
*Reading: NJSLsA.R1 NJSLsA.R2 NJSLsA.R3. NJSLsA.R7.	8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications 8.1.2.A.2 Create a document	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and	CRP1. Act as a responsible and contributing citizen and employee.  CRP4 Communicate clearly

<p>NJSLSA.R8 NJSLSA.R9. *Writing: NJSLSA.W7 NJSLSA.W8 NJSLSA.W9. *Poetry *Week of Respect Activities(Oct) *Morning Meeting/Responsive Classroom Math • 1. MD.4 Represent and interpret data</p> <p>Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others.</p> <p>Science 1 ESS1 <a href="#">Earth's Place in the Universe</a></p>	<p>using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). *www.brainpopjr.com *Discovery Ed *Kiddle *Scholastic News-Weekly Reader (digital) *Youtube</p>	<p>professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)</p>	<p>and effectively and with reason</p> <p>(Jobs that members of our community have like police, firemen, teachers, etc.)</p> <p>*Jobs we have in the classroom community as members of our school.</p>
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p><b>Formal: (Performance based)</b> 1. Choose a classroom rule and illustrate 2. Completion of creating a map, including community features 3. Student page in class book "What We Can Be When We Grow Up" 4. Completion of Family Flag 5. All About Me Bag 6. Name project <b>Informal:</b> -Teacher observations -Class discussions -Class participation -Classwork</p>	<ul style="list-style-type: none"> <li>• Leveled readers of topics</li> <li>• Pairing/grouping</li> <li>• Environment: where they are working (choice/flex seating)</li> </ul>	<p>"My World-Adventures in Time" by McMillan/McGraw-Hill</p> <p>"Exploring Where &amp; Why-Neighborhoods Near &amp; Far" by Nystrom</p> <p>Booksource books</p> <p>Scholastic News: Rules and Government</p> <p>"Alma"</p>	<p>Citizenship:</p> <ul style="list-style-type: none"> <li>• All About Me</li> <li>• Rules, classroom routines &amp; jobs</li> </ul> <p>Community:</p> <ul style="list-style-type: none"> <li>• Intro reading a map</li> <li>• Features and places</li> <li>• Workers</li> <li>• Week of Respect Activities(Oct)</li> </ul>

-Exit slips			
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Grade One			
Unit # 2	Unit Name Culture & Traditions	Time of year November-January	
<a href="#">NJSLs</a> Standards 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.			
Overview of Unit: Individuals and families have unique characteristics.			
Essential Understandings: <b>Overarching Goals/ Enduring Understandings:</b> Learners will . . . *Learn about holidays that are celebrated in the classroom and around the world. *Distinguish the difference between fair and equal *Identify how MLK Jr. fought for equal rights *Identify Veterans and events that have led up to our celebrations to honor them today <b>Essential Questions:</b> *How are holidays celebrated in other cultures? *What are traditions associated with specific holidays? *What is the difference between fair and equal? *How did MLK Jr. stand up against discrimination? *What is a veteran?			
<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSLs Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
Reading: NJLSA.R1 NJLSA.R2 NJLSA.R3. NJLSA.R7. NJLSA.R8 NJLSA.R9. *Writing: NJLSA.W7 NJLSA.W8	8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation	9.1.4.A.1: Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.  9.1.4.A.3: Determine when the use of technology is appropriate to solve problem	9.1.4.B.1 Differentiate between financial needs and wants  CRP4 Communicate clearly and effectively and with reason

<p>NJSLSA.W.9</p> <p>*Poetry/Music</p> <p>*Character Ed</p> <p>*Morning Meeting/Responsive Classroom</p> <p>Math</p> <p>• 1. MD.4 Represent and interpret data</p> <p>Mathematical Practices</p> <p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>Science</p> <p>1-ESS1 <a href="#">Earth's Place in the Universe</a></p>	<p>skills in virtual environments (i.e. games, museums).</p> <p>*<a href="http://www.brainpopjr.com">www.brainpopjr.com</a></p> <p>*Discovery Ed</p> <p>*Scholastic News-Weekly Reader (digital)</p> <p>*Kiddle</p> <p>*National Geographic for Kids</p> <p>*Youtube</p> <p>*RAZ Kids (countries)</p>	<p>9.1.4.D. 1: Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience</p> <p>9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)</p> <p>9.1.4.D. 3: Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom</p>	
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p><b>Formal:</b> (Performance based)</p> <p>1. Holiday Writing (traditions)</p> <p>2. "I have a dream..." paper</p> <p>3. Needs and Wants sort</p> <p>4. Veteran's Day Investigation and Poetry</p> <p>5. First Thanksgiving Play</p> <p><b>Informal:</b></p> <p>*Teacher observations</p> <p>*Class discussions</p> <p>*Class participation</p> <p>*Classwork</p> <p>*Exit slips</p>	<p>*Leveled readers of topics</p> <p>*Pairing/grouping</p> <p>*Environment where they are working (choice)</p> <p>*See Differentiation Strategies</p>	<p>"My World-Adventures in Time" by McMillan/McGraw-Hill</p> <p>"Exploring Where &amp; Why-Neighborhoods Near &amp; Far" by Nystrom</p> <p>*Veterans Day Scholastic News</p> <p>*Branches of the Military</p> <p>*<a href="http://www.brainpopjr.com">www.brainpopjr.com</a> (December holidays, needs and wants, MLK Jr.)</p> <p>*Mine!</p> <p>*It's Not Fair!</p> <p>*I am Martin Luther King, Jr.</p>	<p>Culture/Traditions:</p> <p>*awareness and understanding of cultural diversity and individuality</p> <p>*Common themes among cultural traditions (Thanksgiving. Veterans Day, December holidays)</p> <p>*Elections (every 4 years)</p> <p>Fair vs Equal</p> <p>*Understanding the difference between fair and equal</p> <p>*Martin Luther King, Jr.-responses to violations of fundamental rights</p>

Grade One		
Unit # 3	Unit Name Children Around the World	Time of year

		February-April	
<a href="#">NJSL Standards</a> 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).			
Overview of Unit:			
Essential Understandings: <b>Overarching Goals/ Enduring Understandings:</b> Learners will... <ul style="list-style-type: none"><li>• Be able to identify all 7 continents</li><li>• Identify that there are countries within continents, states within countries, communities within states, etc..</li><li>• Identify themselves and others on the map.</li><li>• Compare and contrast different cultures and ways of life (past and present)</li><li>• Understand that the world is composed of nations that are similar and different from the United States.</li></ul> <b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What are continents and countries?</li><li>• What are different communities like?</li><li>• How are children alike and different?</li><li>• What are cultures and traditions?</li></ul>			
<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSL Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
Reading: NJLSA.R1 NJLSA.R2 NJLSA.R3. NJLSA.R7. NJLSA.R8 NJLSA.R9. *Writing: NJLSA.W7	8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications 8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally	9.1.4.A.1: Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.  9.1.4.A.3: Determine when the use of technology is appropriate to solve	9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community  CRP4 Communicate clearly and effectively and with reason

<p>NJSLSA.W8 NJSLSA.W9.</p> <p>*Literacy Units “Same, Same but Different.”</p> <p>*Morning Meeting/Responsive Classroom</p> <p>Math • 1. MD.4 Represent and interpret data</p> <p>Mathematical Practices 1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others.</p>	<p>appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>*<a href="http://www.brainpopjr.com">www.brainpopjr.com</a> *Discovery Education *Scholastic Weekly Reader (digital) *Kiddle *National Geographic for Kids *Youtube</p>	<p>problem</p> <p>9.1.4.D. 1: Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience</p> <p>9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)</p>	
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Partner research on continents and countries</li> <li>• Writing piece on each continent</li> <li>• Symbols of countries (art based)</li> <li>• Me on the Map project</li> </ul> <p><b>Informal:</b> Teacher observations Class discussions Class participation Classwork Exit slips</p>	<p>Leveled readers of topics Pairing/grouping Environment where they are working (choice)</p>	<p>“My World-Adventures in Time” by McMillan/McGraw-Hill</p> <p>“Exploring Where &amp; Why-Neighborhoods Near &amp; Far” by Nystrom</p> <p>Postcard Books from different countries</p> <p>Continents Song and Resources</p>	<p>*Same, Same But Different *Identify actions that are unfair or discriminatory and propose solutions *Week of Kindness (Feb) Presidents: *Historical contributions and leadership qualities *Elections/Voting</p>

Grade One		
Unit # 4	Unit Name	Time of year

	Historic Symbols/ America in the World	April-June	
<p><a href="#">NJSL Standards</a></p> <p>6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p> <p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>			
<p>Overview of Unit:</p> <p>*Explore how historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p>			
<p>Essential Understandings:</p> <p><b>Overarching Goals/ Enduring Understandings:</b></p> <p>Learners will . . .</p> <p>*Identify American historical symbols, monuments, and holidays</p> <p>* Compare and contrast US to other nations</p> <p><b>Essential Questions:</b></p> <p>*What role do our American symbols play in our history?</p> <p>*How is the United States like other nations? How is it different?</p>			
<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSL Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
<p>Reading:</p> <p>NJLSA.R1</p> <p>NJLSA.R2</p> <p>NJLSA.R3.</p> <p>NJLSA.R7.</p> <p>NJLSA.R8</p> <p>NJLSA.R9.</p> <p>*Writing:</p> <p>NJLSA.W7</p> <p>NJLSA.W8</p> <p>NJLSA.W9.</p> <p>*Learn patriotic songs-Music</p> <p>*Art-create flags or pictures of our other important American symbols</p> <p>*Morning Meeting/Responsive Classroom</p>	<p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p><a href="http://www.brainpop.com">www.brainpop</a></p> <p>*Discovery Ed</p> <p>*Scholastic News-Weekly Reader (digital)</p> <p>*Kiddle</p>	<p>9.1.4.A.1: Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p> <p>9.1.4.A.3: Determine when the use of technology is appropriate to solve problem</p> <p>9.1.4.D. 1: Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience</p> <p>9.1.4.c.1 Practice collaborative skills in</p>	<p>CRP4 Communicate clearly and effectively and with reason</p>

Mathematical Practices 1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others.	*Youtube	groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)	
Assessments	Differentiation	Resources	Notes
<i>Formative, Summative, Benchmark, Alternative</i>  <b>Formal:</b> Performance Based: *Write about a country that was studied in the previous unit and explain how it is different and similar to the USA * American symbols (art based) <b>Informal:</b> *Teacher observations *Class discussions *Class participation *Classwork *Exit slips	*Leveled readers of topics *Pairing/Grouping *Environment of where they are working(choice) *See Differentiation Strategies	“My World-Adventures in Time” by McMillan/McGraw-Hill  “Exploring Where & Why-Neighborhoods Near & Far” by Nystrom  Google Docs: American Symbol slide presentation  research/writing	Historical Symbols: *Statue of Liberty, flag, American Eagle, Liberty Bell, etc



# LESTER C. NOECKER SCHOOL

## ROSELAND SCHOOL DISTRICT

Grade 2			
Unit #1	Theme: Community, Citizenship, Rules and Laws, Government, Tolerance, Diversity	Approximate # of days: 15-20 Days	Time of year: September/October Week of Respect
<a href="#">NJSLs/NGSS</a> Standards			

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

6.1.2.CivicsPI.6: Explain what government is and its function.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

#### Overview of Unit:

#### Learners Will:

Demonstrate an understanding of rules through classroom routines, initiating simple classroom tasks and jobs, and demonstrating appropriate behavior

Explain how rules and laws are created by communities to resolve conflicts and promote the common good

Develop awareness of physical features of a community

Identify and discuss the duties and responsibilities of community workers

Compare and contrast governments functions at the community level

Begin to understand that the world is divided into many nations that have their own government, customs, languages and laws

Begin to understand multiple perspectives and cultures and how they provide context for understanding and challenging public actions and decisions in a diverse world.

#### Essential Understandings:

- What do you do to get along with others?
- What does cooperate mean?
- How are you a good citizen at school?
- How do rules help us in the community?
- What do communities look like?
- How does your community operate?
- What do government workers do?
- How is voting used?
- What is a country?

<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSL Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
Reading NJSLA.RI.2.3 NJSLA.RI.2.4 NJSLA.RI.2.10 NJSLSA.R1. NJSLSA.R2. NJSLSA.R10. NJSLA.SL.2.2 Writing NJSLA.W.2.7	8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.  8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.  9.1.4.B.1: Participate in brainstorming sessions to seek information, ideas and strategies that foster	CRP1. Act as a responsible and contributing citizen and employee.  CRP4. Communicate clearly and effectively and with reason.

<p>NJSLSA.W2. NJSLSA.W7.</p> <p>Math • 2.MD.9., 2.MD.10.</p> <p>Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others.</p> <p>Science 2ESS1 Earth's Place in the Universe</p>	<p>environments (i.e. games, museums).</p> <p>BrainPop Jr. Discovery Learning YouTube Ben's Guide to the US Governement--bensguide.gpo.gov</p>	<p>creative thinking.</p> <p>9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)</p> <p>9.1.2.CR.1 Recognize ways to volunteer in the classroom, school, and community</p>	
Assessments	Differentiation	Suggested Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)</p>	<p>*See Differentiation Strategies</p>	<p>Scholastic News Discovery Education Book Source BrainPop Jr. ReadWorks Mayor Spango Visit</p>	<p>9/11 Constitution Explorers Community (rural, urban, suburban) Government &amp; Voting Holocaust Connection (cultural tolerance)</p>

Grade 2			
Unit # 2	Theme: Culture/Traditions	Approximate # of days" 10-20 days	Time of year: November/December
<p><a href="#">NJSLS</a>/<a href="#">NGSS</a> Standards</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p>			

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.			
<p>Overview of Unit</p> <p>Learners Will:</p> <p>Begin to understand that the world is divided into many nations that have their own customs and traditions</p> <p>Summarize reasons why various groups immigrated to America and describe challenges encountered</p> <p>Understand the sacrifices made by Veterans and their families</p> <p>Understand the importance of our military</p> <p>Describe ways people honor fallen heroes</p>			
<p>Essential Understandings: Citizenship and Communities</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How are cultures from around the world similar and different?</li> <li>• How are our customs the same and different from around the world?</li> <li>• How and what do people celebrate around the world?</li> <li>• What is freedom?</li> <li>• How and why do we honor veterans?</li> </ul>			
<a href="#">Interdisciplinary Connections:</a>	<p>Technology Connections:</p> <p><a href="#">LCN Technology Curriculum</a></p> <p><a href="#">NJSL Technology Standards</a></p>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
<p>Reading</p> <p>NJSLA.RI.2.3</p> <p>NJSLA.RI.2.4</p> <p>NJSLA.RI.2.10</p> <p>NJSLA.R1.</p> <p>NJSLA.R2.</p> <p>NJSLA.R10.</p> <p>Writing</p> <p>NJSLA.W.2.7</p> <p>NJSLA.W2.</p> <p>NJSLA.W7.</p> <p>Math</p> <p>• 2.MD.9., 2.MD.10.</p> <p>Mathematical Practices</p> <p>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p>	<p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.</p> <p>8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>BrainPop Jr.</p> <p>Discovery Learning</p> <p>YouTube</p>	<p>9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p> <p>9.1.4.B.1: Participate in brainstorming sessions to seek information, ideas and strategies that foster creative thinking.</p> <p>9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)</p>	
Assessments	Differentiation	Resources	Notes

<i>Formative, Summative, Benchmark, Alternative</i>  Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	*See Differentiation Strategies	Scholastic News Discovery Education Book Source BrainPop Jr. ReadWorks	Thanksgiving Veterans Day Assembly  Third Trimester: Cinco De Mayo Memorial Day
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Grade 2			
Unit # 3	Unit Name: A Working World	Approximate # of days: 10-15 days	Time of year: December
<a href="#">NJSLs/NGSS</a> Standards 6.1.2.EconET.1: Explain the difference between needs and wants 6.1.2.EconET.3: Describe how supply and demand influence price and output of products. 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services			
Overview of Unit: Learner Will: Distinguish between needs and wants Distinguish between goods and services Distinguish between supply and demand			
Essential Understandings: How does the work people do in their jobs help our community and other communities? What do you need to survive? What is something you want, and how is it different from a need? How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are possible consequences of these decisions for individuals, groups, and societies?			
<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSLs Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
Reading NJSLA.RI.2.3 NJSLA.RI.2.4 NJSLA.RI.2.10 NJSLA.R1.	8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.	CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and	PFL.9.1.4.B.1 Differentiate between financial wants and needs.

<p>NJSLSA.R2. NJSLSA.R10.</p> <p>Writing NJSLSA.W.2.7 NJSLSA.W2.</p> <p>Math • 2.MD.9., 2.MD.10.</p> <p>Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others.</p>	<p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>BrainPop Jr. Discovery Learning YouTube</p>	<p>professional goals</p> <p>CAEP.9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p> <p>9.1.4.B.1: Participate in brainstorming sessions to seek information, ideas and strategies that foster creative thinking.</p> <p>9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)</p>	
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)</p>	<p>*See Differentiation Strategies</p>	<p>Scholastic News Discovery Education Book Source BrainPop Jr. ReadWorks</p>	<p>Needs and Wants Supply and Demand</p>

Grade 2			
Unit # 4	Unit Name: Equality, Fairness and the Common Good	Approximate # of days: 25-30 days	Time of year: January-February
<p><a href="#">NJSLS</a>/<a href="#">NGSS</a> Standards</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p>			

<p>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p>			
<p>Overview of Unit:</p> <p>Learners will:</p> <p>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (Fairness, human and civil rights)</p> <p>Describe the civic leadership qualities and historical contributions of George Washington (and Abraham Lincoln) and Martin Luther King Jr.</p> <p>Describe the struggles and contributions of women in history</p> <p>Understand the relevance of Amistad and its importance in history</p> <p>Describe how the actions of Dr. MLK Jr. and other civil rights leaders served as a catalyst for social change and inspired social activism in subsequent generations</p> <p>Describe how stereotyping and prejudice can lead to conflict using examples from past and present</p>			
<p>Essential Understandings:</p> <p>What are civil rights?</p> <p>What is equality?</p> <p>How did George Washington and other leaders impact change in our country?</p> <p>How and why did slavery end, and what were the effects on our country?</p>			
<p><a href="#">Interdisciplinary Connections:</a></p>	<p>Technology Connections:</p> <p><a href="#">LCN Technology Curriculum</a></p> <p><a href="#">NJSLs Technology Standards</a></p>	<p><a href="#">21st Century Skills:</a></p>	<p><a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a></p>
<p>Reading</p> <p>NJSLA.RI.2.3</p> <p>NJSLA.RI.2.4</p> <p>NJSLA.RI.2.10</p> <p>NJSLSA.R1.</p> <p>NJSLSA.R2.</p> <p>NJSLSA.R10.</p> <p>Writing</p> <p>NJSLA.W.2.7</p> <p>NJSLSA.W2.</p> <p>NJSLSA.W7.</p> <p>Math</p> <p>• 2.MD.9., 2.MD.10.</p> <p>Mathematical Practices</p> <p>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p>	<p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)</p> <p>BrainPopJr.</p> <p>Discovery Learning</p>	<p>9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p> <p>9.1.4.B.1: Participate in brainstorming sessions to seek information, ideas and strategies that foster creative thinking.</p> <p>9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)</p>	

3. Construct viable arguments and critique the reasoning of others.	YouTube		
Assessments	Differentiation	Resources	Notes
<i>Formative, Summative, Benchmark, Alternative</i>  Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	*See Differentiation Strategies	Scholastic News Discovery Education Book Source BrainPop Jr. ReadWorks	Utilize the book <i>The Sneetches</i> to teach about equality, fairness, and the common good.

Grade 2			
Unit # 5	Unit Name: Geography & Map Skills (50 Nifty United States)	Approximate # of days: 15-25 days	Time of year: March-April
<p><a href="#">NJSLs</a>/<a href="#">NGSS</a> Standards</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</p> <p>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>			
<p>Overview of Unit:</p> <p>Learners Will:</p> <p>Compare and contrast information that can be found on different types of maps and determine how the information may be useful</p> <p>Identify cardinal directions</p> <p>Identify features of a map</p>			

<p>Identify national symbols and their importance/significance to our country</p> <p>Explain the role of historical symbols, monuments, and holiday and how they affect the American identity</p> <p>Understand how the United States flag has changed</p> <p>Describe ways to honor, fly, and store the American flag</p> <p>Research state of choice and learn about the location, history, and key features (state capital, major cities, bordering states, state bird, state tree, state flower, etc) of that state</p> <p>Create an outline and add some map features that are relative to state of choice.</p>			
<p>Essential Understandings:</p> <ul style="list-style-type: none"> <li>• How and when do we use maps?</li> <li>• What are different types of maps?</li> <li>• What are the features and characteristics that make each state different?</li> <li>• Why do we say the Pledge of Allegiance?</li> <li>• What do the stars and stripes on the flag represent?</li> </ul>			
<a href="#">Interdisciplinary Connections:</a>	<p>Technology Connections:</p> <p><a href="#">LCN Technology Curriculum</a></p> <p><a href="#">NJSLs Technology Standards</a></p>	<p><a href="#">21st Century Skills:</a></p>	<p><a href="#">Career Awareness</a> OR</p> <p><a href="#">Personal Finance:</a></p>
<p>Reading</p> <p>NJSLA.RI.2.3</p> <p>NJSLA.RI.2.4</p> <p>NJSLA.RI.2.10</p> <p>NJSLA.R1.</p> <p>NJSLA.R2.</p> <p>NJSLA.R10.</p> <p>Writing</p> <p>NJSLA.W.2.7</p> <p>NJSLA.W2.</p> <p>NJSLA.W7.</p> <p>Math</p> <p>• 2.MD.9., 2.MD.10.</p> <p>Mathematical Practices</p> <p>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>Science</p> <p>2ESS1 Earth's Place in the Universe</p>	<p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.</p> <p>8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>State Facts PowerPoint</p> <p>BrainPopJr</p> <p>National Geographic Kids</p> <p>Discovery Education</p> <p>YouTube</p>	<p>9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p> <p>9.1.4.B.1: Participate in brainstorming sessions to seek information, ideas and strategies that foster creative thinking.</p> <p>9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)</p>	
Assessments	Differentiation	Resources	Notes

<i>Formative, Summative, Benchmark, Alternative</i>  Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)  <b>Formal:</b> State poster State writing	*See Differentiation Strategies	Scholastic News Discovery Education Book Source BrainPop Jr. ReadWorks	State Facts Poster 50 Nifty United States Song Presentation to Kindergarten classes  Third Trimester: Flag Day
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Grade 2			
Unit # 6	Unit Name: Natural Resource Awareness	Approximate # of days: 10-15 days	Time of year: Third Trimester
<a href="#">NJSLs/NGSS</a> Standards 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.			
Overview of Unit: Learners Will: Demonstrate understanding of natural resources Demonstrate understanding of the need to protect the environment.			
Essential Understandings: Why is recycling important? How can you help the Earth? What are natural resources? Why are trees important? What are ways to conserve trees and natural resources?			
<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSLs Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
Reading NJSLA.RI.2.3 NJSLA.RI.2.4 NJSLA.RI.2.10 NJSLSA.R1.	8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.	

<p>NJSLSA.R2. NJSLSA.R10. NJSLA LA.RL.2.10</p> <p>Writing</p> <p>NJSLSA.W.2.7 NJSLSA.W2. NJSLSA.W7.</p>	<p>8.1.2.A.2 Create a document using a word processing application. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>BrainPopJr National Geographic Kids Discovery Education YouTube</p>	<p>9.1.4.B.1: Participate in brainstorming sessions to seek information, ideas and strategies that foster creative thinking.</p> <p>9.1.4.c.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play.)</p>	
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)</p>	<p>*See Differentiation Strategies</p>	<p>Scholastic News Discovery Education Book Source BrainPop Jr. ReadWorks</p>	<p>Earth Day Arbor Day</p>



# LESTER C. NOECKER SCHOOL

## ROSELAND SCHOOL DISTRICT

Grade 3			
Unit # 1	Unit Name Landmarks, Maps, and Continents and Oceans	Approximate # of days About 30 days	Time of year Marking Period 2
<p><u>NJSLS</u> Standards: Related Standards Covered: <b>6.1.5.GeoSV.1</b> <b>6.1.5.GeoSV.2</b> <b>6.1.5.GeoSV.3</b></p>			

#### 6.1.5.GeoSV.4

##### Overview of Unit:

Students will learn about local, state, and national landmarks in the first section of this unit. They will learn about landmarks by reading literature, watching videos, and discussing their own experiences with landmarks. In the next section of this unit, students will be learning about maps and their uses. They will learn important keywords such as city, capital, compass rose, and legend/key. Students will then have the opportunity to create their own map with group members. In the last part of this unit, students will be able to identify the 7 continents and oceans. Students will use their knowledge of maps to help learn where the 7 continents and 3 oceans are located. They will also learn facts about each continent and create a flapbook to show what they learned.

##### Essential Understandings:

##### Students will be able to:

- Identify various local, state, and national landmarks
- Discuss and learn about landmarks they have visited and new ones as well
- Participate in close reads about landmarks around the world
- Identify and define key words that are vital to understand maps
- Explore the essential understandings of key terms related to maps as well as how to locate various items on a map
- Locate the 7 continents and 3 oceans on a map or globe
- Discuss and locate where the 7 continents are on a map and facts about each one

##### Interdisciplinary Connections:

Technology Connections:  
[LCN Technology Curriculum](#)  
[NJSLs Technology Standards](#)

##### 21st Century Skills:

##### Career Awareness OR Personal Finance:

##### Reading:

**LA.RI.3.2** - [Progress Indicator] - Determine the main idea of a text; recount the key details and explain how they support the main idea.

**LA.RI.3.3** - [Progress Indicator] - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**LA.RI.3.4** - [Progress Indicator] - Determine the meaning of general academic and domain-specific words and

Discovery Education videos  
BrainPop  
Google Earth  
Youtube- Continent Song and Oceans Song

Students will have the opportunity to work and collaborate together throughout this unit.

Students will also have the opportunity to use their creativity and communication skills as they complete activities throughout this unit.

##### Career Awareness:

CRP7. Employ valid and reliable research strategies.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

<p>phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>LA.RI.3.7</b> - [<i>Progress Indicator</i>] - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>LA.SL.3.2</b> - [<i>Progress Indicator</i>] - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Writing:</b>  <b>LA.W.3.7</b> - [<i>Progress Indicator</i>] - Conduct short research projects that build knowledge about a topic.</p> <p><b>Math:</b>  <b>MA.3.MD.C.5a</b> - A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p>			
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>Check-ins after watching videos</p> <p>Teacher observations</p> <p>Class discussions and participation</p>	<p>Modifications can be made regarding the readings that are assigned</p> <p>See Differentiation Strategies</p>	<p>Landmarks- Close reads</p> <p>Continents and Oceans graphic organizer</p> <p>Continents and Oceans Lapbook</p> <p>Continents-Readings</p>	<p>Students will be reading about different continents and their cultures. As students are reading, they will respect the different cultures they are reading about. We will be teaching and reinforcing tolerance, what it means to be respectful, and why it is important to create an inclusive environment.</p> <p>Amistad Connection:</p>

			<a href="#">Read Aloud Book List</a> Choose a book as a read aloud from this list.
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<b>Grade 3</b>			
Unit # 2	Unit Name Economics	Approximate # of days About 25 days	Time of year Marking Period 4 (End of March-May)
<p><a href="#">NJSLs</a> Standards:</p> 6.1.5.EconET.2 6.1.5.EconEM.1 6.1.5.EconEM.2 6.1.5.EconEM.3 6.1.5.EconEM.4 6.1.5.EconGE.1 6.1.5.EconGE.2			
<p>Overview of Unit:</p> Students will explore various aspects of economics throughout this unit. For example, needs and wants, types of resources, saving and spending, and supply and demand. Students will be able to create a lapbook about all they have learned throughout this unit as a helpful reinforcement and review of information. In the last section of this unit, students will use what they learned in the first section to create a new product that solves an everyday problem. Students will be responsible for creating advertisements and keeping a target audience in mind.			
<p>Essential Understandings:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Learn about personal economics</li> <li>Make connections to their own life when learning about the various aspects of economics</li> <li>Decide between if an item is a need or a want</li> <li>Identify items that you need to live</li> <li>Distinguish between producers and consumers</li> <li>Recognize the importance of saving money</li> <li>Understand and identify the difference between natural, human, and capital resources</li> <li>Understand that price can be influenced by both supply and demand</li> <li>Understand the various considerations to be made when creating an invention, such as materials needed, cost of materials, target audience, pricing, advertising, packaging and marketing</li> </ul>			
<a href="#">Interdisciplinary Connections:</a>  Reading: <b>LA.RL.3.1</b> - [Progress Indicator] - Ask and answer questions, and make relevant	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSLs Technology Standards</a> SMARTBoard lessons Videos: BrainPop	<a href="#">21st Century Skills:</a> Students will be working with partners or groups to creatively present a poster about their economic topic. For	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a> CRP2. Apply appropriate academic and technical skills  CRP6. Demonstrate creativity and innovation.

<p>connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>LA.RI.3.3</b> - <i>[Progress Indicator]</i> - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>LA.RI.3.4</b> - <i>[Progress Indicator]</i> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>Writing:</b>  <b>LA.W.3.1.B</b> - Provide reasons that support the opinion.</p> <p><b>LA.W.3.7</b> - <i>[Progress Indicator]</i> - Conduct short research projects that build knowledge about a topic.</p> <p><b>Speaking and Listening:</b>  <b>LA.SL.3.1.D</b> - Explain their own ideas and understanding in light of the discussion.</p> <p><b>Math</b>  <b>M.P3</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Science</b>  <b>3-PS2-4</b> Define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p>DiscoveryEducation</p> <p><b>8.1.5.A.1</b> Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p><b>8.1.5.A.3</b> Use a graphic organizer to organize information about problem or issue.</p>	<p>example, needs and wants.</p> <p>Students will be using problem solving skills to help them figure out answers to questions.</p>	<p>CRP11. Use technology to enhance productivity</p> <p>Career Awareness:</p> <p><b>9.2.4.A.1</b> Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>Personal Finance:</p> <p><b>9.1.4.A.2</b> Identify potential sources of income.</p>
Assessments	Differentiation	Resources	Notes

<i>Formative, Summative, Benchmark, Alternative</i>  Articles/Questions answered  Class discussions and participation  Flapbook created  Advertisement for new product invented	Students will be grouped by ability while reading articles.  Modifications will be made according to the needs of the learners as they are reading the Economics texts and question sets.  See Differentiation Strategies	Economics guide and readings  Flapbooks  Poster board, construction paper, creative materials	*During Black History Month, students participate in class discussions, read alouds, and activities that discuss Martin Luther King and civil rights.  Holocaust Connection: Students will respect different cultures and ideas as class discussions continue throughout this unit. Class discussions will include why it is important to respect everyone as well as why it is important all voices are heard.
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# LESTER C. NOECKER SCHOOL

## ROSELAND SCHOOL DISTRICT

### Grade 4: New Jersey History

Unit #1	Unit Name: New Jersey History	Approximate # of days: 8 Weeks	Time of year: September- November (SS Block 1)
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#### [NJSLs](#)/[NGSS](#) Standards- Updated 2022

- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.GeoPP.2: 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.
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most 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).

- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.EconEM.4: 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
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.HistoryCC.1: 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.
- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

### Overview of Unit:

Understand features of New Jersey in both past and present times recognizing how New Jersey played an important role throughout. Discuss New Jersey leaders and land to develop greater understanding of our state.

Identify each region of New Jersey including important characteristics of each such as the use and distribution of land.

Compare and contrast cities and cultural differences.

Identify and explain symbols and their relation to the history, culture and economy of NJ.

Name and locate each county in NJ

Analyze a county map with landmarks of a specific county.

Name and locate each region including specific geographical features of each.

Research, organize and publish information about specific information about New Jersey's history.

### Essential Understandings:

How has immigration shaped the history, culture, and economy of New Jersey?

How is New Jersey's culture and history unique?

What are the main regions of land in New Jersey?

What are the key characteristics of New Jersey's cities and how may the cities cultures be different?

### Interdisciplinary Connections:

Technology Connections:  
[LCN Technology Curriculum](#)  
[NJSL Technology Standards](#)

### 21st Century Skills:

[Career Awareness](#) OR  
[Personal Finance:](#)

\*CCSS.ELA-LITERACY.RL.4.1  
 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

\*CCSS.ELA-LITERACY.RL.4.4  
 Determine the meaning of general academic and domain-specific words or

8.1.5.A.2- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

( CONNECT TO THE JOBS AND ECONOMY OF NEW JERSEY)

CRP7. Employ valid and reliable research strategies

<p>phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><u>CCSS.ELA-LITERACY.RI.4.7</u></p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>			
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>Exit Ticket- After each lesson</p> <p>Socratic Unit Test- Test students knowledge of county, vocabulary terms; regions</p> <p>Student created Slideshow of New Jersey Map including boundaries of each region Symbols provided on map</p>	<p>Different writing requirements for struggling and gifted learners.</p> <p>Students will be given the same texts but the application of information will be different.</p> <p>Students will design different Slideshow projects.</p> <p>*See Differentiation Strategies</p>	<p>Project-based unit where students are creating a Slideshow. Each lesson will be incorporated into the Slideshow.</p> <p>Students will use a variety of teacher designed informational texts.</p> <ul style="list-style-type: none"> <li>Studies Weekly</li> </ul>	<p>*County Map- Students will fill out a map in their journal of each county. They will locate and label major cities and personal connections on their map. They will write a brief introduction to their Slideshow using this information.</p> <p>*Cardinal and Intermediate Directions: Students will learn about the cardinal and intermediate directions through an amusement park activity. Assessment will be on NJ counties.</p>

Grade 4			
Unit #2	Unit Name: Native American Regions & Natives of NJ	Approximate # of days 8 Weeks	Time of year: December- February (SS Block 2)
<p><a href="#">NJSLs</a>/<a href="#">NGSS</a> Standards:</p> <ul style="list-style-type: none"> <li>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</li> </ul>			

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.GeoSV.5: 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.

- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryCC.6: 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.

- 6.1.5.HistoryCC.8: 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.
- 6.1.5.HistoryCC.11: 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.

6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

#### Overview of Unit:

Analyze the culture of the Lenape Native Americans, how they lived and their society.  
 Describe selected examples of cultural adaptations of native tribes such as the Iroquois, Pomp, Hopi, Wampanoag, Sioux, Algonquian, and Seminoles.  
 Examine various Native American creation myths.  
 Examine the cultural regions into which scholars often divide Native Americans.  
 Identify how environmental factors promoted cultural diversity among Native American groups.  
 How are the influences of Native Americans manifested in New Jersey's regions?

#### Essential Understandings/Questions:

How did Native Americans migrate through America before European settlements?  
 How are Native American regions similar and different from the regions in the United States today?  
 Why is it important to preserve the culture, traditions and history of native tribes?  
 How did our earliest peoples recognize the importance in New Jersey's geographical location?

<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSLS Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
* <a href="#">CCSS.ELA-LITERACY.RI.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	*Design a digital poster based on tribe to present to small groups.	<b>NJSLS</b> 8.1.5.A.2- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	CRP6. Demonstrate creativity and innovation.  CRP11. Use technology to enhance productivity

<p><u>*CCSS.ELA-LITERACY.RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><u>CCSS.ELA-LITERACY.RI.4.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>			
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>*Native American Tribe Study: Students will create a digital poster. Students will be assigned the following tribes to research and design: Iroquois, Pomp, Hopi, Wampanoag, Sioux, Algonquian, and Seminoles.</p>	<p>* Poster requirements for struggling/gifted learners using a differentiated rubric. *See differentiation strategies</p>	<p>*United Streaming Videos from each region.</p> <p>*Macmillan/McGraw-Hill textbook.</p> <p>*Webquest using sites like Livebinder.</p> <p>*Analysis of creation myths- "Battle with the Snakes"</p> <p>*Digital Poster- Suggested sites- Google Drawing or Easel.ly.</p> <p>*Studies Weekly</p> <p>*IXL</p>	<p>Lesson Ideas: *Native American Regions vs. United States Regions (Picture Talk)- Do Now- Why do we move? Why did Native Americans move? Compare and contrast different images to list the reasons why natives migrated throughout America.</p> <p>* Students complete a webquest and analyze information through a podcast video to gather information for each region. Students will record responses in their journal.</p> <p>*ELA CONNECTION: Determining main idea vs. supporting details/facts.</p>

**Grade: 4**

Unit # 3	Unit Name: United States Government & Civic Rights (a Holocaust & AAPI Connection)	Approximate # of days: 6-8 Weeks	Time of year: March-May (SS Block 3)
<p><a href="#">NJSLs</a>/<a href="#">NGSS</a> Standards:</p> <p>6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <ul style="list-style-type: none"> <li>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</li> </ul> <p>6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</p> <ul style="list-style-type: none"> <li>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</li> </ul> <p>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</p> <ul style="list-style-type: none"> <li>6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</li> <li>6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</li> </ul> <p>6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenge</p> <p>6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</p> <ul style="list-style-type: none"> <li>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</li> <li>6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.</li> <li>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</li> <li>6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</li> </ul> <p>6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p>			
<p>Overview of Unit:</p> <ul style="list-style-type: none"> <li>Developing the active role of students as citizens and contributors to society's development through evaluation and analysis of foreign relationships, existing government policies, and worldwide issues.</li> <li>Development of leadership roles and recognition of growth opportunity in rights at local, national, and global levels.</li> <li>Understanding of government development and progression as well as current policies shaping American beliefs.</li> <li>Understanding of the lack of rights of victims during the Holocaust compared to American values.</li> </ul>			
<p>Essential Questions/Understandings:</p> <ul style="list-style-type: none"> <li>At what point is it a nation's responsibility to get involved in foreign affairs (Holocaust link)?</li> <li>What are human rights and what rights do I have as an American citizen?</li> <li>How do we define fairness and equality?</li> <li>What is the process from a bill to a law?</li> <li>How does each branch of government interact?</li> <li>How does the past government shape future policy?</li> <li>How do global relationships strengthen our understanding for civic responsibility?</li> </ul>			

<p>What do we learn when evaluating the impacts that government has on lifestyle and community in different nations? How do we identify qualities of leadership?</p>			
<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSLs Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
<p><u>*CCSS.ELA-LITERACY.RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>*CCSS.ELA-LITERACY.RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><u>CCSS.ELA-LITERACY.RI.4.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>* Use of online videos from Brainpop! and</p>	<p><b>NJSLS</b> 8.1.5.A.2- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>	
<b>Assessments</b>	<b>Differentiation</b>	<b>Resources</b>	<b>Notes</b> <b>*Holocaust Connections*</b>
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>*Unit test on the branches of government and civic vocabulary terms.</p>	<p>* Resources will be the same, but the assessments are differentiated (comparison chart, tree creation, checks and balances debate). *See differentiation</p>	<p>*Brainpop!- 3 Branches of Government; Holocaust.</p> <p>*History of Human Rights Video</p>	<p>*Students will learn about their civil rights and responsibilities. They will contrast it to the lack of rights that people had during the Holocaust.</p>

<p>*Three branches of government video comprehension quiz (Socrative and Brainpop!).</p> <p>*Perspective Narrative: Students design a narrative where they make a connection to a personal right/freedom and a moment from their life that exemplifies this moment.</p>	strategies	<p>*Tree Creation - Draw three branch tree with each branch of government and associated roles.</p> <p>* In class debate demonstrating checks and balances using voting.</p> <p>*Studies Weekly</p> <p>*IXL</p>	*Students create a chart comparing human rights (designed by the UN) vs. US citizens rights.
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Grade 4			
Unit # 5	Unit Name: Industrial Revolution	Approximate # of days: 4 Weeks	Time of year: June (SS Block 4)
<p><a href="#">NJSLs</a>/<a href="#">NGSS</a> Standards</p> <ul style="list-style-type: none"> <li>6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> </ul>			
<p><b>Overview of Unit:</b></p> <p>The inventors and inventions that took place in our history have impacted our state and nation. Transportation and communication have developed consistently throughout time. The needs and wants of individuals are affected by both scarcity and opportunity cost.</p>			
<p><b>Essential Understandings:</b></p> <p>How did the major events of the Industrial Revolution of the 1800s lead to the inventions we have today?</p> <p>Who are important inventors and how did their inventions impact society in the past and present?</p> <p>How did transportation and communication develop over time?</p>			
<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSLs Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
<p>*<a href="#">CCSS.ELA-LITERACY.RI.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>*<a href="#">CCSS.ELA-LITERACY.RI.4.4</a></p>	<p>*Students will take online test.</p> <p>*Research based task using multiple online sources (Britannica and links on Google Classroom).</p> <p>*Online videos</p>	<p><b>NJSLs</b> 8.1.5.A.2- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>	<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity</p>

<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><u>CCSS.ELA-LITERACY.RI.4.7</u></p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>			
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>*Teacher-designed podcast video and Socrative Questions.</p> <p>* Students will design a board game with facts based on the unit with a focus on key vocabulary terms and major achievements.</p> <p>*Unit Test</p> <p>*Reading Comprehension and Socrative Questions.</p>	<p>*Students in group project will be assigned by ability and reading level.</p> <p>*Website information and text complexity will vary amongst project grouping.</p> <p>*See differentiation strategies</p>	<p>*Britannica</p> <p>*Macmillan/McGraw-Hill textbook.</p> <p>*Studies Weekly</p> <p>*Brainpop!</p>	<p>*Lesson on Industrial revolution inventions compared to items we have today.</p> <p>*Lesson about famous inventors (Design a Wanted Poster).</p> <p>*Designing an online timeline of inventions.</p>

Grade 4			
Unit #5: (INTEGRATION)	Geography & United States	Duration: 8 Weeks Total-Integrated Throughout the Year	Time of Year: ALL YEAR INTEGRATION
<p><u>NJSLS/NGSS</u> Standards</p> <ul style="list-style-type: none"> <li>• 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li> </ul>			

- 6.1.5.GeoPP.2: 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.
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.HistoryCC.1: 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.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

#### Overview of Unit:

Examine major characteristics of the 5 regions of the U.S.

Identify major physical features of the United States, such as the Mississippi River, the Sierra Nevada, and the Great Plains.

Explain how climate affects people's way of life

Understand that celebrations represent cultural values

Describe how many different cultures have contributed to and shaped communities in the regions of the United States.

Identify the ethnic population distribution in the United States.

Define landforms and identify images of each.

Identify the impact of landforms, weather and climate on individuals.

#### Essential Understandings:

\*How can learning about the land and regions of the United States help me understand America's history?

\*Why is where we live important in the decisions we make?

What impacts can location have on culture and economics?

#### Interdisciplinary Connections:

Technology Connections:  
[LCN Technology Curriculum](#)  
[NJSL Technology Standards](#)

#### 21st Century Skills:

[Career Awareness](#) OR  
[Personal Finance:](#)

\*CC.ELA-LITERACY.RH.6-8.7  
 Integrate visual information (e.g., in charts, graphs,

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

<p>photographs, videos, or maps) with other information in print and digital texts.</p> <p>*CC. Literacy.RH.608.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history.</p>	<p>pictures</p>		<p>**Various types of occupations based on the regions**</p>
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>* Students design annotated maps of the United States Regions.</p> <p>*Students are tested on key vocabulary terms in the unit, location of the United States and corresponding regions.</p>	<p>*Students will be assigned reading based on Kidbiz Lexile and TC Reading Level as assigned by the ELA teacher.</p> <p>*See Differentiation Strategies</p>	<p>* United States Regions packet (Northeast, Southeast, Midwest, West, and South West)</p> <p>*Mcmillan/McGraw-Hill textbook</p> <p>*Britannica Online</p> <p>*Studies Weekly</p> <p>*IXL</p>	<p>Lessons include:</p> <p>*physical features- what are they and find specific examples of them in the United States.</p> <p>*Paraphrasing nonfiction texts.</p> <p>*Topics that make a place unique (natural resources, landmarks, climate, culture, landforms and water).</p> <p>*Students design a maker-space project to represent a key-concept for one of the topics that make a place unique.</p>



# LESTER C. NOECKER SCHOOL

## ROSELAND SCHOOL DISTRICT

Grade 5

Unit # 1	Geography & Me	September-October	6 Weeks
<p><a href="#">NJSLs</a>/<a href="#">NGSS</a> Standards:</p> <p>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <ul style="list-style-type: none"> <li>• 6.1.5.GeoSV.1: Identify the maps or types of maps most 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).</li> <li>• 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</li> <li>• 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</li> <li>• 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</li> <li>• 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas</li> </ul>			
<p>Overview of Unit:</p> <p>Review of 3rd and 4th grade geographical topics (continents/oceans, cardinal/intermediate directions, physical features).</p> <p>Identify hemispheres (guess the hemisphere game)</p> <p>Use a map key and label a map.</p> <p>Write a description of the five themes of geography.</p> <p>Find a location based on latitude and longitude coordinates</p>			
<p>Essential Understandings:</p> <p>How can reading a map help me?</p> <p>How does geography relate to me? (5 Themes)</p> <p>Why does your location matter?</p>			
<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSLs Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
<p><a href="#">CCSS.ELA-LITERACY.RI.5.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><a href="#">CCSS.ELA-LITERACY.RI.5.10</a> By the end of the year, read and comprehend</p>	*Students use Google Earth to determine location of places they wish to visit through	<p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, a</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP11. Use technology to enhance productivity.</p>

informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.			
Assessments	Differentiation	Resources	Notes
<i>Formative, Summative, Benchmark, Alternative</i>  Five Themes and Me Choice Activity- Flip Chart or Slideshow	Student choice for Five Themes Project. *See differentiation strategies	Google Classroom links.  Google Earth  Studies Weekly  Brainpop!	*Find where the location of the celebrity is based on coordinates.  *Review of continents/oceans; cardinal/intermediate directions; physical features and regions from previous grades.  *Hemisphere Wishlist- Students find a place they want to visit and need to fill out a chart identifying hemisphere and continent.

Grade 5			
Unit # 2	Unit Name: Age of Exploration	Approximate # of days: 8 Weeks	Time of year: October-Beginning of December
<p><a href="#">NJSLs</a>/<a href="#">NGSS</a> Standards:</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <ul style="list-style-type: none"> <li>• 6.1.5.GeoSV.5: 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.</li> </ul> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <ul style="list-style-type: none"> <li>• 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> <li>• 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</li> </ul> <p>6.1.5.HistoryCC.6: 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.</p> <ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> <li>• 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> </ul> <p>6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.</p>			

- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.HistorySE.1: 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.
- 6.1.5.HistoryUP.1: 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

### Overview of Unit:

- \*Explain the reasons for European exploration in the 1400's-1600's.
- \*Explore the life of a Viking and motivation for their conquests.
- \*Christopher Columbus- Hero or Villain?
- \*Identify the European countries that explored North America in the 1400's-1600's.
- \*Research, analyze and summarize an explorer's life.

### Essential Understandings:

- \*How did European exploration in the 1400's-1600's impact North America?
- \*Why were the discoveries from Europeans between the 1400's-1600's so important
- \*What happens when people with different cultures and ideas clash?

<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSL Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
<p><u>CCSS.ELA-LITERACY.RI.5.1</u></p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.5.2</u></p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>* Britannica for research.</p> <p>*Google Docs for research paper.</p> <p>*Mr. G Podcast video about exploration in the 1400's-1600's.</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p>
Assessments	Differentiation	Resources	Notes

<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>Students write a brief synopsis of your explorer and his accomplishments.</p> <p>*A historical narrative of your explorer's journey.</p>	<p>* Each student is assigned an explorer to research.</p> <p>Struggling Readers Research- Magellan, Hudson</p> <p>Gifted Readers Research- Coronado, Drake, De Leon</p> <p>*See differentiation strategies</p>	<p>*Brainpop!</p> <p>*Google Docs</p> <p>*Britannica</p> <p>*World Book Encyclopedia</p> <p>*Studies Weekly</p>	<p>*Knowledge of how to check multiple sources to make sure you have accurate information.</p> <p>*Boxes and bullets for research paper.</p> <p>*At home component- students design a treasure chest and artifacts that relate to their explorer. Research paper is the in school component.</p> <p>*Students read Scholastic News article about Columbus and debate why some consider him a hero or villain.</p> <p>* Students explore the struggles of Native Americans during the 1400-1600's and connect to current events today.</p> <p>-relevant articles/texts which build understanding of NA today</p> <p>-explore sports logos and analyze potential challenges</p>
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Grade 5			
Unit # 3	Unit Name: Early Settlements and Colonial America **AMISTAD CURRICULUM CONNECTION**	Approximate # of days: 8 Weeks	Time of year January-February
<p><a href="#">NJSLs</a>/<a href="#">NGSS</a> Standards:</p> <p>*6.1.5.HistoryCA.1: 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.</p> <p>• 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies</p>			

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

- 6.1.5.GeoSV.5: 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.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

- 6.1.5.HistoryCC.1: 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.
- 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
- 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.1.5.HistoryCC.15: 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).

#### Overview of Unit:

Describe and explain the growth and development of the early American colonies.  
 Compare and contrast early settlements from Jamestown, Plymouth and Roanoke.  
 Effects of the slave trade (AMISTAD COMMISSION)  
 Identify 13 colonies on a map.  
 Explore the ideas of religious and economic freedom in the colonies.

#### Essential Understandings:

How is life today different from colonial life?  
 Why did slavery occur and who benefited and suffered?  
 What happens when people with different cultures and ideas clash?  
 Why would Europeans want to colonize in America before the 1800's?

<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSLS Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
<a href="#">CCSS.ELA-LITERACY.RI.5.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .  <a href="#">CCSS.ELA-LITERACY.RI.5.6</a>	*Mystery of Roanoke Island Video.  *Mr. G Podcast Video on Roanoke  *Mr. Zoller Podcast Video (New England, Middle and Southern Colonies).	8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.	CRP5. Consider the environmental, social and economic impacts of decisions.

<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>CCSS.ELA-LITERACY.RI.5.10</u></p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>			
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>-Unit Test:            *identify 13 colonies            *key vocabulary terms            *major characteristics of the 13 colonies</p> <p>*Line-Art/Brain Chain activities (Mr. Roughton Website) to depict life at Plymouth.</p> <p>*Students create online map and label stops along the triangular trade route.</p>	<p>Pair &amp; Share            Small group instruction            Differentiated leveled texts            Options of project</p> <p>Differentiated Reading for:            *Jamestown            *Plymouth (First Thanksgiving)</p> <p>*See differentiation strategies</p>	<p>*AMISTAD COMMISSION RESOURCES VIA WEB.</p> <p>*Mr.Zoller Podcast Videos via Google Classroom (New England, Middle and Southern)</p> <p>*Studies Weekly</p>	<p>*Picture-Based Inquiry- Students study primary source images from the three colonial regions to identify how people lived.</p> <p>*Discussion of slavery and WHY slavery occurred. The misconceptions of why people owned slaves (i.e. lazy) vs. the reality (economic opportunity and lack of understanding of different cultures).</p> <p>*examine roles/rights of colonial woman and children            -flashback-flash forward and learn about the Constitutional Amendments/rights which developed</p>

Grade 5			
Unit # 4	Unit Name: American Revolution	Approximate # of days	Time of year

		8-9 Weeks	February-April
<p><b><u>NJSLS/NGSS Standards</u></b></p> <ul style="list-style-type: none"> <li>• 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</li> </ul> <p>6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <ul style="list-style-type: none"> <li>• 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.</li> </ul> <p>6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p> <p>6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p>			
<p><b>Overview of Unit:</b></p> <ul style="list-style-type: none"> <li>*Students create a sensory figure of a key contributor from the American Revolution time period.</li> <li>*Students will learn the sequence of major events/causes that led to the American Revolution.</li> <li>*Students will analyze primary sources and learn the difference between propaganda and biased information.</li> <li>*Students will learn about bias, propaganda and point of view through studying primary and secondary source images of the Boston Massacre.</li> <li>*Be able to identify important American Revolution battles.</li> <li>*Students research a famous person from the Revolutionary War and complete a choice project based on their person.</li> </ul>			
<p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>*Students will be able to explain the reasons why the Americans defeated the British.</li> <li>*How did the American Revolution start?</li> <li>*Why was their mixed feelings about starting a revolution?</li> <li>*Why is it important to understand if a source is biased?</li> <li>*How did the Continental Army defeat the British to win the American Revolution?</li> <li>*Was compromise an effective tool in drafting the Constitution? Why or why not?</li> <li>*Why is it important for Americans to understand the structure of our government?</li> </ul>			
<b><u>Interdisciplinary Connections:</u></b>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSLS Technology Standards</a>	<b><u>21st Century Skills:</u></b>	<b><u>Career Awareness</u> OR <u>Personal Finance:</u></b>
<b><u>CCSS.ELA-LITERACY.RL.5.3</u></b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Read, Write, Think Digital Timeline Program	8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.  8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.	CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies

<u>CCSS.ELA-LITERACY.RI.5.6</u>  Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
Assessments	Differentiation	Resources	Notes
<i>Formative, Summative, Benchmark, Alternative</i>  -Unit Test: *Identify causes of revolution. *Identify major battles of the revolution. *key vocabulary terms  Digital Timeline (note Causes of the Revolution and Battles of the Revolution). Students use multiple texts to gather information for their timeline.  *Speech bubble activity for revolutionary war person study.	* Text for timeline descriptions is differentiated. Textbook- struggling learners Ducksters- Gifted readers/writers  *Students will choose a person from Revolutionary War to study.  *see differentiation strategies	*Brainpop! *Macmillan/McGraw-Hill *Studies Weekly	-Learn about French and Indian War debate using two articles to draw conclusions.  -Analyze primary sources(images and different perspectives) of the Boston Massacre.  -American Revolution Learning Centers using online resources such as Britannica and Brainpop!

Grade 5			
Unit # 5	Unit Name: Documents That Define the United States (A New Nation via West Essex Curriculum)	Approximate # of days 4 Weeks	Time of year May
<u>NJSLS/NGSS</u> Standards • 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws. • 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). • 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.			

- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- 6.1.5.HistoryCC.1: 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.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- 6.1.5.HistoryCC.15: 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).
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

### Overview of Unit:

\*Students will study the famous documents that define us as Americans

Constitution (Preamble), Bill of Rights, Articles of Confederation, Declaration of Independence, Gettysburg Address, Emancipation Proclamation (AMISTAD COMMISSION)

\*Differentiate between primary and secondary sources

### Essential Understandings:

\*Was compromise an effective tool in drafting the Constitution? Why or why not?

\*Why is it important for Americans to understand the structure of our government?

\*How can primary sources help us learn about the past?

<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSL Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
<p><a href="#">CCSS.ELA-LITERACY.RI.5.10</a> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p><a href="#">CCSS.ELA-LITERACY.RI.5.</a></p>	<p>*Students will have the option to design a Slideshow for their famous document.</p>	<p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p>

<p><b>9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA-LITERACY.RI.5.</u></p> <p><b>1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>			
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>*Founding Document Analysis: Students will be assigned a famous document that they will have to design a presentation to share with the class.</p> <p>*Unit Test</p>	<p>*Resources to help them dissect their document and the language used.</p> <p>*see differentiation strategies</p>	<p>*PRIMARY SOURCES DOCUMENTATION</p> <p>*Studies Weekly</p>	<p>*First lesson is the differentiation between primary and secondary sources.</p> <p>*Students will receive a basic overview of each document prior to being assigned.</p>

Grade: 5			
Unit # 6	Unit Name: Manifest Destiny/ Westward Expansion	Approximate # of days 6-8 Weeks	Time of year May-June
<p><a href="#">NJSLs</a>/<a href="#">NGSS</a> Standards</p> <p>6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p>• 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p> <p>6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war</p>			
Overview of Unit:			

\*Students will learn the economic, political and social reasons why the United States expanded westward.  
 \*Trail of Tears & Holocaust- Genocide  
 \*Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.  
 \*Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.  
 \*Expansion of voting rights during the Jacksonian period.  
 \*The growing resistance to slavery and New Jersey's role in the Underground Railroad.

### Essential Understandings:

- \* How do leaders shape a nation?
- \* How do genocides happen and why do they happen?
- \* How did Westward expansion affect the lives of different settlers(Natives, Americans, ect..)
- \*How did Americans justify Westward Expansion?

<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSLs Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
<a href="#">CCSS.ELA-LITERACY.RI.5.3</a> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  <a href="#">CCSS.ELA-LITERACY.RI.5.6</a> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	*Students will design a spreadsheet and graph using data about a topic from Westward expansion.	8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.  8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.	*CRP11. Use technology to enhance productivity.
Assessments	Differentiation	Resources	Notes
<i>Formative, Summative, Benchmark, Alternative</i>  Unit Test: *identify major events of the Westward Expansion Unit *key vocabulary terms	* Textbook reading vs. Britannica for researching a topic. *see differentiation strategies	Google Sheets  Studies Weekly	*Lesson on the Trail of Tears and how this event affected Natives and their family.  *Lesson on the Holocaust and how this event affected many Jews living in Germany and their family.

*A student journal of Lewis and Clark's expedition.			
*Design a spreadsheet with data about a topic from Westward Expansion.			



# LESTER C. NOECKER SCHOOL

## ROSELAND SCHOOL DISTRICT

Grade 6			
Unit # 1	Unit Name: 6th Grade Social Studies Skills	Approximate # of days 20 days	Time of year September
<p>NJSLS</p> <p>6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p> <p>Common Core Curriculum:</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5</p> <p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-LITERACY.RH.6-8.7</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-LITERACY.RH.6-8.8</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-LITERACY.RH.6-8.9</p> <p>Analyze the relationship between a primary and secondary source on the same topic.</p>			
<p><b>Overview of Unit:</b></p> <p>*Primary and Secondary Sources- Differentiate and analyze primary and secondary sources to gain various perspectives.</p> <p>*Archaeology- Examine artifacts that show about early humans.</p> <p>*Culture- Identify the elements that make up a culture. Examine the relationship between culture and geography. Draw conclusions about the connections among religion, ethics, technology and culture.</p>			

\*Timelines- Differentiate between B.C./A.D and B.C.E/C.E.

### Essential Understandings:

- \* How can analyzing a primary source help us understand the past?
- \* How do historians study the past, especially when there is no written evidence?
- \* What aspects do all civilizations have in common?

<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSLs Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
See Above for Common Core Standards	*Students have the option to create their timeline on Read, Write, Think website.	8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability	CRP6. Demonstrate creativity and innovation.
Assessments	Differentiation	Resources	Notes
<i>Formative, Summative, Benchmark, Alternative</i>  -Unit Test (S) *Be able to identify events on a timeline in chronological order. *key vocabulary terms *concepts in archeology	See differentiation strategies	*Variety of videos *Studies Weekly	* Students will create a timeline based on events in past summers and future plans (compare to BC/AD).  *Students will observe the different levels of archaeology through a discovery activity where they bring in items from their past.  *Review of primary/secondary sources.

### Grade 6

Unit # 2	Unit Name: Paleolithic and Neolithic Societies	Approximate # of days 20	Time of year: October- November
<a href="#">NJSLs</a> Standards: 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. • 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.			

6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).

- 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure

\*6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

### Overview of Unit:

- \*Examine skills that helped hunter- gatherer societies survive.
- \*Analyze features of early humans in the Stone Age.
- \* Evaluate how cave paintings portrayed lifestyles.
- \*Analyze how domesticating plants and animals changed human life.
- \*Examine how agriculture led to permanent settlements and specialized roles.
- \*Identify common features of all early civilizations.

### Essential Understandings:

- \*How were the Paleolithic Age and Neolithic Age similar and different?
- \*How are our daily lives similar to those living in the Paleolithic and Neolithic age?
- \*Why was agriculture an important achievement in human history?

<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSL Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
<u>CCSS.ELA-LITERACY.RH.6-8.10</u> By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	*World History and Geography video about the Paleolithic and Neolithic Age.  *Google Drawing	8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools	CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies
Assessments	Differentiation	Resources	Notes
<i>Formative, Summative, Benchmark, Alternative</i>  -Unit Test (S) *key vocabulary terms  -Students design Google Drawing (F/S) about a	* Student choice of Paleolithic topic.  * Readings Struggling learners: Text selected by teacher  On Target: Textbook	-Brainpop!- Agricultural Revolution -Paleolithic Chant -Neolithic Chant -Journey Across Time -Studies Weekly	*Students will be assessed on video and reading quiz using Socrative program.  *ELA Connection: Identify text features

prehistoric topic of their choice (religion, cave art, Lascaux discovery, stone tools/weapons)	Gifted/Advanced: Text selected by teacher  *see differentiation strategies		
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Grade 6			
Unit # 3	Unit Name: World Geography	Approximate # of days 25	Time of year November- December
<p><a href="#">NJSL Standards</a></p> <p>6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.</p> <p>6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).</p> <p>6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</p> <ul style="list-style-type: none"> <li>• 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</li> <li>• 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline</li> </ul> <p>6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</p>			
<p>Overview of Unit: Students will study the geography of ancient locations and determine how geography impacts their location and history. Topics covered include:</p> <p>Four River Valley Civilizations and where the first civilizations developed.</p> <p>Explain how Greece's and Rome's geography affected the lives of their people.</p> <p>Ancient China- Describe how geography makes it a diverse country.</p> <p>Ancient India-Describe how geography makes it a diverse country.</p> <p>Ancient Egypt- Examine how geography influenced the Egyptian civilization</p> <p>Ancient Mesopotamia-Examine how geography shaped civilization.</p> <p>Ancient Mesopotamia- Compare and contrast Sumer and Babylon.</p> <p>Examine the relationship between culture and geography.</p>			
<p>Essential Understandings:</p> <p>* How do we influence our geography and how does geography influence our decisions?</p>			
<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSL Technology Standards</a>	<a href="#">21st Century Skills:</a>  8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>  CRP6. Demonstrate

<p><u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>Various videos/podcasts pertaining to research project.</p> <p>Google Docs/Google Classroom</p>		<p>creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies</p>
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>* Ancient World Geography Test (S)</p> <p>*Journal Work (F) -world map (S/F) -podcast video quiz about ancient China (S/F)</p>	<p>*see differentiation strategies</p>	<p>Student notebook</p> <p>Chromebook</p> <p>Google Earth</p> <p>Studies Weekly</p>	<p>*AAPI</p> <p>*Four River Valley and the effects of farming.</p> <p>*Ancient China- How geography helped/hindered the ancient Chinese.</p> <p>*Life on the Nile- Perspective of someone living on the Nile and first person point view.</p> <p>*Making a Mesopotamia Map.</p> <p>*Note-taking on ancient Rome and ancient Greece.</p> <p>*Mini-lesson on note-taking</p> <p>*Mini-lesson on cause/effect</p>

Grade: 6th Grade			
Unit # 4	Unit Name: Ancient Achievements	Approximate # of days: 25	Time of year: January
<p><a href="#">NJSL Standards:</a></p> <p>6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p> <p>6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p>6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p>6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p>6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p>			
<p>Overview of Unit:</p> <p>Students will research and replicate an artifact from an ancient history topic list.</p> <p>To be able to name major achievements and facts we will be studying in ancient history this year.</p> <p>To write a composition about important inventions and achievements in human history.</p> <p>To be an expert about an ancient artifact in history and explain its impact in society. Topics include:</p> <p>Examine the process of mummification and explain its significance in Egyptian society</p> <p>Examine how Egyptians developed one of the world's first system of writing, hieroglyphics.</p> <p>Analyze the Egyptian accomplishments in math, science, art, architecture, and literature.</p> <p>Identify the major legacies of ancient Greece and Rome. (Colosseum, Parthenon, Statue of Zeus, Olympic Games)</p> <p>Research the achievements of the Shang and Qin Dynasty.</p> <p>Analyze key events in the history of the kingdoms of Israel and Judah.</p>			
<p>Essential Understandings:</p> <p>How does the ancient artifacts left behind tell us about how people lived?</p>			
<p><a href="#">Interdisciplinary Connections:</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.1</a> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to</p>	<p>Technology Connections:</p> <p><a href="#">LCN Technology Curriculum</a></p> <p><a href="#">NJSL Technology Standards</a></p> <p>Various videos/podcasts pertaining to research project.</p> <p>Google Docs/Google Classroom</p>	<p><a href="#">21st Century Skills:</a></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools</p>	<p><a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a></p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies</p>

domains related to history/social studies  <u>CCSS.ELA-LITERACY.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text.			
Assessments	Differentiation	Resources	Notes
<i>Formative, Summative, Benchmark, Alternative</i>  Designed research project	*see differentiation strategies	-Britannica  -Brainpop!  -Journey Across Time Textbook Various websites researched by students  -Studies Weekly	Mini-lesson on credibility of websites. Analyzing primary and secondary sources of ancient artifacts. Mini-Lessons on research paper tips. How to cite work. Celebration- Museum share of artifact replicas.  * ancient achievements: -what were these achievements? -purpose-what problem did this solve?- -who spearheaded and created? -at whose expense were these created? -who did they serve? -what were the positive outcomes/uses? -what were the negative outcomes/uses? -did the creators forecast for both outcomes -implications for society at that time?

Grade 6			
Unit # 5	Unit Name: Ancient Government, Leaders and Laws	Approximate # of days 30	Time of year February-March
<u>NJSLS</u> Standards: 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.			

6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

- 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution

6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China

#### Overview of Unit:

Students will learn about topics pertaining to ancient history and the government/individuals that led to change.

Analyze Hammurabi's Code to identify the purpose of various laws.

Examine how Assyrians and Persians created and governed vast empires.

Identify the pharaohs and their responsibilities/impact on the ancient Egyptians.

Compare and contrast the Shang, Zhou, Qin, and Han dynasties and their accomplishments.

Compare and contrast the governments of Greece and Rome with modern America.

Explain how Alexander the Great expanded the empire and spread Greek culture.

Discuss the impact of Julius Caesar.

Analyze the importance of Shi Huangdi and his impact on the Chinese civilization.

#### Essential Understandings:

\*What does a leader need to do to be remembered in history?

\*Do we remember leaders for their positive or negative contributions to society?

\*What have ancient leaders left behind to tell us about the past?

\*What is the most effective way to govern?

\*How do the types of government impact the citizens?

#### Interdisciplinary Connections:

#### **CCSS.ELA-Literacy.RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources

#### CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary

#### Technology Connections:

[LCN Technology Curriculum](#)  
[NJSL Technology Standards](#)

#### 21st Century Skills:

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

#### Career Awareness OR Personal Finance:

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies

<p>or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.7</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>			
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>*Unit test (S)</p> <p>*Various journal assignments and analysis of leaders and their accomplishment (F/S)</p>	<p>*see differentiation strategies</p>	<p>*Podcasts videos on Google Classroom.</p> <p>*Journey Across Time</p> <p>*packet of DBQ for ancient civilizations</p> <p>*Studies Weekly</p>	<p>*Mini-lesson on primary sources</p> <p>*Mini-lesson on note-taking and main idea.</p> <p>*Hammurabi Code-Primary Source Analysis</p> <p>*Alexander The Great-Study song lyrics from Iron Maiden</p> <p>*Centers for History Mystery: Why was Julius Caesar murdered?</p> <p>*King Tut tomb vs. Terracotta Warriors-Scholastic News comparison assignment</p> <p>*Pericles and the Parthenon</p> <p>*Ancient Egypt Leaders Video</p>

Grade 6			
Unit # 6	Unit Name: Religion, Philosophy, Beliefs	Approximate # of days 30	Time of year April-May

[NJSLs](#)/[NGSS](#) Standards:

6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization

Overview of Unit:

Students will study the impact of religion on the ancient world and its importance in today's world.

Topics include:

- \*Examine the process of mummification and explain its significance in Egyptian society.
- \*Examine the story of Abraham and Moses and how the Israelite belief in one God became Judaism.
- \*Analyze the importance of law and learning in Judaism.
- \*Explain how the Diaspora occurred and where Jews have lived.
- \*Analyze the caste system and how it affected society.
- \*Examine the Vedic Age and how the Vedas provide information about Aryan life.
- \*Compare and contrast the major components of Hinduism and Buddhism.
- \*Explain how Confucianism and Daoism influenced Chinese culture.
- \*Explain how Christianity spread throughout the Roman empire.
- \*Explain the connections between Christianity and Judaism.
- \* List the major beliefs and roots of Islam.
- \*Explain how the spread of Islam affected Southwest Asia.
- \*Explain how the spread of Islam gave rise to the Islamic world.

Essential Understandings:

<p><a href="#">Interdisciplinary Connections:</a></p> <p><b>CCSS.ELA-Literacy.RH.6-8.1</b></p> <p>Cite specific textual evidence to support analysis of primary and secondary sources</p>	<p>Technology Connections:</p> <p><a href="#">LCN Technology Curriculum</a></p> <p><a href="#">NJSLs Technology Standards</a></p>	<p><a href="#">21st Century Skills:</a></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p>	<p><a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a></p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies</p>
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<p>CCSS.ELA-Literacy.RH.6-8.2</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.7</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>			
Assessments	Differentiation	Resources	Notes
<p><i>Formative, Summative, Benchmark, Alternative</i></p> <p>Unit Test (S) Video/Note Quizzes (F/S) Journal Activities (F)</p>	<p>*see differentiation strategies</p>	<p>*Britannica</p> <p>*Brainpop!</p> <p>*Primary Source websites</p> <p>*Metropolitan Museum Website</p> <p>*Studies Weekly</p>	<p>*Religion map study</p> <p>*Caste System- Card activity</p> <p>*Religion Study- How they formed, Where they began, how are they similar?</p> <p>*Daoism Nature Activity</p> <p>*Confucius quote analysis</p> <p>*Mummification Online Game</p> <p>*Mandate of Heaven-Ancient China</p>

Grade 6			
Unit # 7	Unit Name: Middle Ages and	Approximate # of days 30	Time of year May-June

	Renaissance		
<p><a href="#">NJSL Standards</a></p> <p>6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <ul style="list-style-type: none"> <li>• 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</li> <li>• 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</li> </ul>			
<p><b>Overview of Unit:</b></p> <p><i>Middle Ages:</i></p> <ul style="list-style-type: none"> <li>*Compare and contrast the Magna Carta with the Bill of Rights.</li> <li>*Analyze how feudalism and manorialism.</li> <li>*Examine how monasteries and religious orders helped spread Christianity.</li> <li>*Analyze the reasons for the Crusades of the Middle Ages.</li> </ul> <p><i>Renaissance:</i></p> <ul style="list-style-type: none"> <li>*Examine how people's thinking changed during the Renaissance.</li> <li>* Analyze how the changes that took place during the Renaissance broke down feudal order.</li> <li>*Explain how classical thought inspired the new learning of the Renaissance.</li> <li>*Evaluate the changes in subject and style that made Renaissance art differ from Medieval art.</li> <li>*Examine how Renaissance art and architecture shaped Western ideas of beauty.</li> <li>*Research the names and works of major Renaissance artists and writers.</li> </ul>			
<p><b>Essential Understandings:</b></p> <p><i>Middle Ages:</i></p> <ul style="list-style-type: none"> <li>*What was life like under feudalism?</li> <li>*How did the Crusades affect Europe?</li> </ul> <p><i>Renaissance:</i></p> <ul style="list-style-type: none"> <li>*How did people's thinking change during the Renaissance?</li> <li>*How did art change during the Renaissance?</li> </ul>			
<a href="#">Interdisciplinary Connections:</a>	Technology Connections: <a href="#">LCN Technology Curriculum</a> <a href="#">NJSL Technology Standards</a>	<a href="#">21st Century Skills:</a>	<a href="#">Career Awareness</a> OR <a href="#">Personal Finance:</a>
<a href="#">CCSS.ELA-LITERACY.RH.6-8.5</a>  Describe how a text presents information (e.g., sequentially, comparatively, causally).	Students Design a website for either the Middle Ages or Renaissance topic of their choice.	8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or mo	CRP2. Apply appropriate academic and technical skills.
<b>Assessments</b>	<b>Differentiation</b>	<b>Resources</b>	<b>Notes</b>

<i>Formative, Summative, Benchmark, Alternative</i>  Unit Assessment (S) Create a feudalism pyramid (S) Make a plague timeline (F/S) Make a map of the Crusades (F/S) Performance Based Presentation on Renaissance Artwork (S) Create a mosaic (S) Journal Entry (F/S)	Modified rubrics Modified assessments *see differentiation strategies	-Brainpop! -Britannica -Studies Weekly	Compare and contrast Medieval and Renaissance art Create a Google Slide about an invention or new idea from the Renaissance
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### **Suggested Differentiation Strategies**

#### **Needing Support /ELL/I&RS**

- Preferential seating
- Highlight key vocabulary
- Repeated directions
- Leveled text
- Pair students strategically/partnerships
- Study Guides
- Provide copy of class notes
- Small Group Instruction
- Conferring/Individual Instruction
- Variety of Modalities (visual, auditory, spatial)
- Use of manipulatives
- Graphic Organizers
- Technology Supports
- Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered
- Restate, reread, and clarify directions/questions
- Break down assignments
- Provide the student with clearly stated (written) expectations and grading criteria for assignments
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments

#### **504/Special Education**

- Extended time on tests and assignments
- Reduced homework or classwork

- Small group instruction/strategy groups
- Verbal, visual, or technology aids
- Modified textbooks or audio-video materials
- Use of manipulatives
- Verbal and visual cues for redirection
- Preferential seating
- Modify the work a student is given
- Extended time for test/quizzes
- Provide multiple choice for tests and quizzes
- Have test read out loud
- Have student provide answers verbally
- Study guides a week before tests/quizzes
- Provide copy of class notes
- Graphic organizers
- Highlight key vocabulary
- Leveled text
- Content of assignment based on ability levels
- Conferencing/Individual Instruction
- Varied assessment/projects
- Collaborative/inclusive instruction
- Restate, reread, and clarify directions/questions
- Break down assignments
- Provide the student with clearly stated (written) expectations and grading criteria for assignments
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments

### **High Achieving/Gifted and Talented**

- Use of higher level questioning techniques
- Assessments that require higher level thinking/application
- Appropriately leveled resources
- Increased production in writing assignments
- Small group instruction/strategy groups
- Student directed learning/independent studies
- STEAM activities related to the unit of study
- Inquiry based project opportunities
- Opportunities to apply understanding of concepts in novel ways
- Hybrid (multiple grade level) units
- Self-pacing/individual goals
- Allow team-teaching opportunities and collaboration

### **Integrated Accommodations and Modifications**

Special Education Students	English Language Learners	At Risk of Failure	Gifted and Talented	504 Plans
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Accommodations:	Accommodations:	Accommodations:	Accommodations:	Accommodations:
Provide extended time for assignments and tests.	Use bilingual dictionaries or translation apps.	Implement frequent progress monitoring and feedback.	Provide opportunities for independent study or self-directed projects.	Allow extended time on tests, assignments, and projects.
Offer audio versions of textbooks or other reading materials.	Allow additional time for completing tasks or assessments.	Break assignments into smaller, manageable parts with clear deadlines.	Offer access to advanced or accelerated coursework.	Provide a quiet testing environment or alternative testing locations.
Use visual aids, charts, and diagrams to support instruction.	Pair students with a peer buddy or mentor for support.	Provide visual schedules or checklists to help with task organization.	Use tiered assignments to provide more challenging options.	Permit the use of assistive devices (e.g., calculators, note-taking tools).
Allow for the use of assistive technology (e.g., speech-to-text software, communication devices).	Provide sentence starters or writing templates.	Offer additional tutoring or small-group instruction.	Facilitate peer discussions and debates to deepen understanding.	Offer preferential seating to minimize distractions or meet physical needs.
Provide preferential seating (e.g., near the teacher or away from distractions).	Simplify language and use clear, concise instructions.	Use graphic organizers to support writing and planning tasks.	Incorporate technology and online resources for enrichment.	Adjust homework policies to accommodate health or learning challenges.
Break tasks into smaller, more manageable steps.	Incorporate visuals, gestures, and realia to clarify meaning.	Allow for alternative ways to demonstrate learning (e.g., projects, oral presentations).	Provide flexible grouping for collaborative projects with intellectual peers.	Provide visual aids, step-by-step instructions, or additional examples.
Offer frequent breaks to reduce fatigue.	Allow for oral responses instead of written ones when appropriate.	Establish a supportive and structured classroom environment with clear expectations.		Allow for breaks during lessons or tests to manage focus and energy.
Provide alternative formats for assignments (e.g., oral responses instead of written).	Provide subtitles or closed captions for video content.	Provide a quiet workspace to reduce distractions.		Make all materials accessible (e.g., large print, digital text, or audiobooks).
Modifications:	Modifications:	Modifications:	Modifications:	Modifications:
Simplify the complexity of assignments or reduce the number of questions.	Focus on vocabulary development with simplified texts or glossaries.	Adjust workload by reducing the number of problems or tasks required.	Design tasks requiring higher-order thinking (e.g., analysis, synthesis, evaluation).	Simplify assignments to focus on mastery of essential skills.

Provide alternative assignments that align with a student's ability level.	Adjust assignments to prioritize understanding of main ideas over details.	Simplify instructions and focus on essential concepts or skills.	Replace standard assignments with open-ended problems or creative tasks.	Adjust grading policies (e.g., focus on completion rather than accuracy).
Modify the curriculum to focus on key concepts rather than all content.	Reduce the number of tasks while maintaining instructional goals.	Align learning goals with the student's current level of understanding.	Introduce interdisciplinary projects that integrate multiple subject areas.	Use a pass/fail grading system when appropriate.
Adjust grading criteria to account for effort or individual progress.	Create language-focused goals alongside content learning objectives.	Use adaptive instructional materials or leveled readers to match ability.	Allow for acceleration in specific subject areas where the student excels.	Adapt content to align with functional or developmental levels as needed.
		Incorporate real-world applications of content to boost engagement and relevance.	Set personalized learning goals that extend beyond the grade-level curriculum.	Create an individualized curriculum plan focusing on key learning outcomes.

#### Definitions

Accommodations (Changes to how a student learns)

Modifications (changes to what a student learns)

## **Suggested Strategies for Assessment**

### **Using Oral Language (Formative):**

- Accountable Talk
- Retelling
- Nonverbal clues: Thumbs up/down; “round” of applause; “pat” on the back
- Think-Pair-Share: Think, discuss with partner, whole class share
- Misconception analysis: KWL Chart/preconceived notions
- Value Lineups
- Whip Around: Have students list three items in response to a question and stand up. Call for one item at a time. Students must sit when all their ideas have been shared.

### **Asking Questions (Formative):**

- Hand Signals: Thumbs up/down
- Non-verbal support: Maintain eye contact with students as they respond
- Constructing effective questions: “wait time”
- Response Cards: Wipe boards
- ReQuest: Reciprocal questioning about portions of the text, Teacher and students take turns being the questioners
- Developing authentic Questions: require deeper thinking of students; not recall questions
- Audience response systems: Use electronic response systems
- Socratic Seminar: Lead discussion based on open-ended questions

### **Using Writing (Formative/Summative):**

- Interactive writing: Draw picture – use labels
- Read-Write-Pair-Share: Have students read or listen to a text, write a response or draw a picture, discuss with a partner, share with class.
- Summary Writing: Students summarize the text in their own words and pictures
- Generate a list

### **Developing Metacognition (Formative/Summative/Benchmark/Alternative):**

- Rubric: one to five chart (rating scale)
- Peer Response Group: small group discussion
- Reflective Journals: foster self-awareness of how they are doing
- Teacher interviews: Probe students’ understanding by asking pertinent questions and encouraging students to talk about what and how they have learned.
- Exit Slips: Ask students to write a few brief comments reacting to how a particular lesson or assignment has affected their progress toward the learning goal

### **Using Projects and Performances (Formative/Summative/Benchmark/Alternative):**

- Reader’s Theatre: Have students turn text into a script, then perform it as a reading.
- Visual Displays: Listing of rules, response charts, KidPix – other pictures
- Public Performances (role play)

- Multimedia presentations: Let students summarize their learning using text, graphics, video, sound, etc. (PowerPoint)
- Electronic and paper portfolios: Ask students to choose evidence that demonstrates their understanding of selected learning goals.
- Experiments/Labs
- [Performance Based Assessment Clearinghouse](#)

Using Tests (Formative/Summative/Benchmark/Alternative):

- Multiple Choice, short-answer, dichotomous-choice tests, match test item format with the instructional targets in both content and thought process required.
- Checklists: Student (Self-monitor for behavior, writing, etc.)
- Teacher evaluation (checklist, informal observation, anecdotal notes)
- Oral Testing: Circle time discussion
- Essays: Design prompts that match instructional targets in both content and thought processes required.

## Resources

### Primary and Secondary Sources

[Docsteach](#) - is an interactive website developed by the National Archives which includes thousands of primary sources. The site features seven tools designed to teach specific historical thinking skills—weighing evidence, interpreting data, focusing on details, and more. Each employs interactive components including puzzles, scales, maps, flow charts, and others that teachers and students can tailor to their needs.

[Library of Congress](#) - offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

[Smithsonian Source](#) - is a resource for teaching American history in grades 5 through 12. It includes the following: Images of artifacts and documents organized by historical theme, videos designed to introduce students of all ages to artifact analysis, document based questions and teacher-created lesson plans.

### Curriculum Development

[Annenburg- America' History in the Making](#) - explores American history content and classroom applications through the integrated use of video, text, classroom activities, and Web-based interactive activities. There are 22 units.

[Annenburg- Bridging World History](#) - explores world history content and classroom applications through the integrated use of video, text, classroom activities, and Web-based interactive activities. There are 26 units.

[Digital History](#) - offers teachers and students information and resources about American history including an online textbook, interactive timeline, multimedia, and primary source materials. It was developed in collaboration with the University of Houston, the Chicago Historical Society, and the Museum of Fine Arts in Houston.

[Electronic New Jersey](#) - contains 23 curriculum units about New Jersey history and its relationship to major themes in U. S. and Global History. Electronic New Jersey provides students and teachers with access to content, instructional activities, and assessments using source materials drawn primarily from the Rutgers University Special Collections and University Archives, as well as other New Jersey repositories and high quality online learning sites.

The [New Jersey Amistad Curriculum](#) provides a range of instructional tools (e.g., primary and secondary sources, activities, assessments) regarding African-American history and the contributions of African-Americans to our society. This web-based tool is free to New Jersey educators.

[Teaching History](#) - is designed to help K–12 history teachers access valuable resources and materials. Funded by the U.S. Department of Education, the Center for History and New Media (CHNM).

[World History for Us All](#) – contains a world history curriculum for middle and secondary school teachers designed by San Diego State University and the National Center for History in the Schools of UCLA. The website contains a complete, ready-made curriculum, including lesson plans, PowerPoint presentations and other classroom resources.

### Holocaust

- [New Jersey Commission on Holocaust Education \(K-5\)](#) Lesson Plans
- [New Jersey Commission on Holocaust Education \(5-8\)](#) Lesson Plans
- Book Recommendations

- *Beneath White Stars* by Holly Mandelkern
- *Billy the Baaadly Behaving Bully Goat* by Staci Schwartz
- [Chocolate, The Taste of Freedom](#)
- [The Holocaust Memoir of a Hidden Dutch Child](#) by Maud Dahme
- Hank Brodt Holocaust Memoirs
- A Candle and a Promise by Deborah Donnelly
- My Sister's Eyes: A Family Chronicle of Rescue and Loss During World War II by Joan Arney Halperin
- *Rebuilt from Broken Glass: A German Jewish Life Remade in America* by Fred Behrend with Larry Hanover
- *The Secrets of the Village Fool* By Rebecca Upjohn and Illustrated by Renee Benoit
- [The Stories of Survivors](#) by C. Daniela Shapiro
- [Teaching Tolerance Book List Grades Pre-K – 8](#)
- [Signs of Bias in Your School](#)
- [Teaching the Holocaust Through Literature](#)
- [Teaching the Holocaust through Music](#)
- [Ten Tips to Promote Non-Violence](#)
- [The Helpful Art Teacher](#)

An interdisciplinary website linking visual arts to math, social studies, science and language arts

### **Amistad**

- [Literature Resources](#)
- [New Jersey Amistad Commission](#)

### **Explorers/Geography**

- [The Explorers](#)  
Links to information on various explorers and their travels.
- [Explorers of the Millennium, Explorers Timeline](#)  
Provides links to explorers by century.
- [Age of Exploration](#)  
A webquest to examine why explorers left, what qualities they had, and the results of their exploration.
- [Why Explorers Explored the World](#)

### **Colonies**

- [Social Studies for Kids: The 13 American Colonies](#)  
This site compares characteristics of the colonies.
- [You Are the Historian: Investigating the First Thanksgiving](#)  
An excellent interactive site that helps students correct misconceptions of the role of Native Americans in Plymouth.
- [Scholastic](#)  
Compares and contrasts lifestyles of Native Americans and colonists.
- [Narragansett Bay: A Friend's Perspectives, Indians and Colonists](#)  
Describes things learned from the Native Americans by the colonists.
- [Library of Congress Teaching with Primary Sources](#) (Word)  
An Annotated Resource Set developed by Steven Suggs
- [Library of Congress Teaching with Primary Sources](#) (Word)  
European Explorers in the Americas: An Annotated Resource Set developed by Andrea Hogan
- [Library of Congress Teaching with Primary Sources](#) (Word)

- Differences between New England, Middle and Southern colonies: An Annotated Resource Set developed by Ruth King
- [Library of Congress Teaching with Primary Sources](#) (Word)  
Contributions of American Indians to colonial settlements: An Annotated Resource Set developed by Ruth King
- [Mountain City Elementary School, Mountain City, Tennessee, “The American Revolution”](#)  
Lesson 1 – Conflict: background information and then a link to an activity to act out the triangle trade with your class.
- [Library of Congress Teaching with Primary Sources](#) (Word)  
Trade between North American and other markets: An Annotated Resource Set developed by Ruth King
- [Library of Congress Teaching with Primary Sources](#) (Word)  
Decline in American Indian populations: An Annotated Resource Set developed by Ruth King
- [Jamestown Rediscovery: A Brief History of Jamestown](#)  
Good for background information.
- [Curious Curators](#)  
An excellent webquest with links to many resources about the Iroquois Confederacy.
- [Hotlist for Government of Past Civilizations and Today’s United States Government](#)  
A great sight for different types of government throughout history and examples with links to further explain the Iroquois Confederacy.

### **American Revolution/Declaration of Independence/Government**

- [The Charters of Freedom](#)  
Students can sign the Declaration and learn about its creation and its signers.
- [Liberty! The American Revolution](#)  
The Road to Revolution is an interactive site from PBS.
- [Mountain City Elementary School, Mountain City, Tennessee, “The American Revolution”](#)  
Lesson 2: The King Tries to Tighten His Control has a brief description of the Stamp Act, with a link to an activity for your class on the impact of the taxes by the king.
- [America’s Story from America’s Library](#)  
A brief description of the Boston Massacre for fifth graders.
- [The Declaration of Independence](#)  
Links to all aspects of the Declaration of Independence, including signers, explanations, and the scanned document.
- [White House 101](#)  
Click on fun quiz on the Declaration – also great quizzes on other historical documents and topics.
- [Liberty! The American Revolution](#)  
PBS timeline of the American Revolution (site also has great resources for all aspects of the War.
- [George Washington, a National Treasure](#)  
Lesson plans to teach about George Washington, his life, and his impact on the founding of our country.
- [Rise of Monarchies and the Magna Carta](#)  
Summary of the Magna Carta with other links, including the primary document.
- [MrNussbaum: Constitutional Convention](#)  
Summary of the Great Compromise made during the Constitutional Convention and a description of the Virginia Plan.
- [The Constitution for Kids](#)  
Summary for fifth graders to read – colorful and brief.
- [U.S. Constitution Online](#)  
A kid-friendly page comparing the Articles of Confederation with the Constitution.

- [Houghton Mifflin Social Studies: America Will Be](#)  
Lesson plan and links for teaching the Mayflower Compact.
- [Schoolhouse Rock Preamble](#)  
Lyrics to the Preamble Song as well as links to the music and video.
- [Center for Civic Education](#)  
Lessons for Civic Education – Click on the lesson on the meaning of the Preamble.
- [Ben's Guide to U.S. Government for Kids](#)  
Kid-friendly graphics and explanations of the three branches of government.
- [Ben's Guide to U.S. Government for Kids](#)  
Kid friendly explanation of how a law comes to be.
- [U.S. Constitution Online](#)  
List of checks and balances of each branch on each other.
- [The Democracy Project](#)  
An interactive kid's site on voting and democracy.
- [eLectons](#)  
Cable in the classroom lets the students interactively run for president.
- [Bill of Rights WebQuest](#)  
A webquest for students to research the Bill of Rights and connect it them to themselves.
- [INS Citizenship Test Questions](#)  
Sample questions and answers for the U.S. Citizenship test.
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