

Social Studies education strives to provide learners with the knowledge, skills, attitudes, and perspectives necessary to become active, informed, and contributing members of communities.

Access the full NJ Students Learning Standards for Social Studies here: [NJSLS Social Studies](#)

<p>6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<p>Strand: B. Geography, People and the Environment</p>
<p>NJCCCS: 6.3.4.B.1 - Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.. NJSLS •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 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> · I am a Citizen 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> · How can students in Eastampton makes others aware of environmental issues and possible solutions? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · It is the responsibility of individuals to care for their environment.
<p>· Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> · To develop an understanding of environmental issues · To describe ways in which people affect the environment (negative and positive) · To design and create a poster which encourages people to affect the environment in a positive manner 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> · Children’s literature · websites 	<p>Suggested Vocabulary</p> <p>Environment Protection Pollution</p> <p>Technology:</p> <p>Safari Montage videos 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> · Classroom discussion · Read aloud · Poster 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> · Assembly · Poster contest 	

Cross-curricular Connections:

- Art
- Science
- Language Arts

Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B.

21st Century: CRP1; CRP3; CRP6; CRP11; CRP12

Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Strand: C. Economics, Innovation, and Technology

NJCCCS:

6.3.4.C.1 - Develop and implement a group initiative that addresses an economic issue impacting children.

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- **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.**

Big Ideas:

- I am a Citizen

Essential Questions:

- How can students in Eastampton help others in their community?

Enduring Understandings:

- It is the responsibility of individuals to help others who are less fortunate.

Knowledge, Skills, and Instructional Objectives:

- To develop an understanding that others are less fortunate
- To describe ways in which others are less fortunate
- To plan a collection of items to be donated to a county agency
- To implement collection
- To evaluate success of group initiative

Instructional Materials/Resources:

- Children’s literature
- Agency websites
- Guest Speaker

Suggested Vocabulary

“Less fortunate”
 Local shelter
 Food Bank
 Collection
 Donate

Technology:

Agency website
 Safari Montage

8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1

<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> · Classroom discussion · Read aloud · Data collection 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> · Student-made greeting cards 	
<p>Cross-curricular Connections</p> <p>Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> · Teacher observation · Discussion Questions 	

<p>6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<p>Strand: D. History, Culture, and Perspectives</p>
<p>NJCCCS:</p> <p>6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. NJSLS</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>Big Ideas:</p> <p>Active citizens treat others fairly.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> · How can students in Eastampton work to create a positive social environment? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · Everyone deserves to be treated with respect. · Active Citizens treat others fairly.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> · To define actions which are unfair or discriminatory · To identify examples of bullying · To communicate possible solutions in various situations of social conflict 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> · Guidance Counselor · Children’s literature · Text book 	<p>Suggested Vocabulary</p> <p>fair unfair bully conflict solution</p>

	Technology: Safari Montage 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1
Recommended Instructional Activities: <ul style="list-style-type: none"> · Role playing · Classroom discussion · Read alouds · Classroom lesson by guidance counselor, as well as social groups · Guest speaker 	
Extension Strategies/Activities: <ul style="list-style-type: none"> · Role playing demonstrations 	
Cross-curricular Connections Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21 st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1	
Suggested Assessments: <ul style="list-style-type: none"> · Teacher observations · Discussion Questions 	

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	Strand: D. History, Culture, and Perspectives
NJCCCS: 6.1.4.D.14 - Trace how the American identity evolved over time NJSLS • 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. • 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. • 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. Big Ideas: <ul style="list-style-type: none"> · I am a Citizen 	

<p>Essential Questions:</p> <ul style="list-style-type: none"> · What are symbols of America? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · The symbols of America are representations of what it means to be a good citizen.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> · Explore symbols of our country (United States Flag, Statue of Liberty, Liberty Bell, the bald eagle, White House) 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> · Literature Big Books · Flipchart · Song CD · Activity Book 	<p>Suggested Vocabulary</p> <p>Symbols</p>
	<p>Technology:</p> <p>Safari Montage Activboard Websites 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> · Show how the flag evolved over time · Read Statue of Liberty book · Reciting the Daily Pledge · Viewing Coins to identify monuments and presidents · Celebrating Flag Day, Columbus Day, Presidents Day, Memorial Day 	
<p>Extension Strategies/Activities:</p>	
<p>Cross-curricular Connections/Standards:</p> <p>Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>	

<p>Suggested Assessments:</p> <ul style="list-style-type: none"> · Teacher Created Assessments · Teacher Observations · Discussion Questions · Art Projects that include many modalities

6.1 U.S. History: America in the World All students will acquire the knowledge

and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Strand: D. History, Culture, and Perspectives

<p>NJCCCS:</p> <p>6.1.4.D.17 - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity NJSLS</p> <p>• 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</p>	
<p>Big Ideas: I</p> <ul style="list-style-type: none"> · I am a Citizen 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> · What are symbols of America? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · The symbols of America are representations of what it means to be a good citizen.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> · Name symbols of America (United States Flag, Statue of Liberty, Liberty Bell, the bald eagle, White House) · Identify the flag · Recite the Pledge of Allegiance · Understand the every country has its own flag 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> · Literature Big Books · Children’s Literature · Flipchart · Song CD · Activity Book 	<p>Suggested Vocabulary</p> <p>Symbols</p> <hr/> <p>Technology:</p> <p>Safari Montage Activboard Websites 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> · Pictures of Symbols · Reciting the Daily Pledge · Read about Betsy Ross · Create a class Flag or a school flag 	
<p>Extension Strategies/Activities:</p>	

<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: D. History, Culture, and Perspectives</p>
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- 6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.19 - Explain how experiences and events may be interpreted differently by people with different cultural or individuals perspectives

NJSLS

- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 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.

Big Ideas:

- Cultural Diversity

Essential Questions:

- How do we affirm individual and group identities and the same time learn to respect and appreciate the identities of others?

Enduring Understandings:

- Appreciate themselves as unique individuals with strengths, weaknesses, similarities, and differences

Knowledge, Skills, and Instructional Objectives:

- Recognize that families may vary in size and composition
- Use various words for family members (sister, brother, mother, father, etc.)
- Identify the roles of family members and their importance to the family
- Identify and describe physical characteristics of self (skin, hair color, height)
- Describe ways to be helpful to one’s family

Instructional Materials/Resources:

- Literature Big Books
- Children’s Literature
- Flipchart
- Song CD
- Activity Book

Suggested Vocabulary

- Family
- Alike
- Different

Technology:

- Safari Montage
- Activboard
- 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1

Recommended Instructional Activities:

- Draw a self portrait using appropriate skin tones
- Create a family portrait
- Create an All About Me Book
- Compare and contrast differences/likenesses of self with others
- List ways that you can help your family
- Journal/ beginning of the year illustrate something you are good at, later in the year write about something you are good at

Extension Strategies/Activities:

Cross-curricular Connections/Standards:

- Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B.
- 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12
- Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1

Suggested Assessments:

- Teacher Created Assessments
- Teacher Observation
- Discussion Questions
- Art Projects
- Journals

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Strand: A. Civics, Government, and Human Rights

NJCCCS:

6.1.4.A.14 - Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. **NJSLS**

• **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history.

6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

Big Ideas:

- Cultural Diversity

Essential Questions:

- What kind of people make up a community?

Enduring Understandings:

- The school, community and nation are made of many different people.

Knowledge, Skills, and Instructional Objectives:

- Understand the relationship between their own world and the world of others
- Recognize that each person is special and unique in many different ways

Instructional Materials/Resources:

- Literature Big Books
- Children's Literature
- Flipchart
- Activity Book

Suggested Vocabulary

Community
Holiday
Traditions
Celebrations

Technology:

Safari Montage
Activboard
8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1

Recommended Instructional Activities:

- Discuss and complete activities for different cultural holidays throughout the year
- Women's History Month
- Black History Month
- Art Projects using various modalitie

<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> · Parents come in to share family holiday traditions 	
<p>Cross-curricular Connections/Standards: Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> · Teacher Created Assessments · Teacher Observations · Discussion Questions · Journal / later in the year writing activities · Holiday related worksheets 	

<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: C. Economics, Innovation, and Technology</p>
<p>NJCCCS: 6.1.4.C.6 - Describe the role and relationship among households, businesses, laborers, and governments within the economic system. . NJSLS • 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. • 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> · The role of money 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> · How do citizens and groups participate within the economic Community? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · Individuals and groups all play and important part in the economic role of a community.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> · Identity and understand the roles of school workers · Identify and understand the roles of community workers · Recognize that jobs within the community provide goods and services 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> · Literature Big Books · Flipchart · Posters · Children’s Literature 	<p>Suggested Vocabulary Goods Services</p> <p>Technology: Safari Montage Activboard 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1</p>

<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> · Tour the school to look for workers that provide a service · Display photographs of community workers and label · Invite parents to come in and speak about their job · Draw a picture of what they would like to be when they grow up 	
<p>Extension Strategies/Activities:</p>	
<p>Cross-curricular Connections/Standards:</p> <p>Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> · Teacher Created Assessments · Teacher Observations · Discussion Questions 	

<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: C. Economics, Innovation, and Technology</p>
<p>NJCCCS: 6.1.4.C.10 – Explain the role of money, savings, debt and investment in individuals’ lives NJSLS 9.1.2.PB.2: Explain why an individual would choose to save money.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> · The role of money 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> · How do people meet their needs and wants? · Why do people save their money? · How do citizens and groups participate effectively in a community? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · Explain that people use the money they make at their job to buy the things they need · Discuss that sometimes people don’t always spend their money, but sometimes save it for later
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> · Develop and understanding about the differences between needs and wants · Identity consequences of making decisions regarding money · Describe how people participate in the process of obtaining their needs and wants 	

<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> · Literature Big Books · Poster · Flipchart · Children's Literature · Activity Book 	<p>Suggested Vocabulary</p> <p>money save spend needs wants</p>
<p>Technology:</p> <p>Safari Montage Activboard 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1</p>	
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> · Children's Literature · Distinguish between needs and wants (make collages, create lists, sorting, charts, etc.) · Role play · Games 	
<p>Extension Strategies/Activities:</p>	
<p>Cross-curricular Connections/Standards:</p> <p>Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 · Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> · Teacher Created Assessments · Discussion Questions · Art Projects (ex. Collages) 	

<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: B. Geography, People, and the Environment</p>
<p>NJCCCS:</p> <p>6.1.4.B.1 - Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <p>NJSLS</p> <ul style="list-style-type: none"> • 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). 	

Big Ideas:

- Geography –The Importance of Maps

<p>Essential Questions:</p> <ul style="list-style-type: none"> · What information does a map provide? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · Maps and globes are a Representation of someplace else.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> · Identify the globe as a model of the Earth · Identify a map as a representation of local and distant places · Locate water and land on a globe and map 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> · Literature Big Book · Children’s Literature · Primary Atlas · Geo Big Book · Globe · United States Map 	<p>Suggested Vocabulary</p> <p>Map Globe Water Land</p> <p>Technology:</p> <p>Safari Montage Activboard 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> · Have students color land and water on a map · Toss a blowup globe ball around the room and have students identify which part of globe their thumb is on when caught (land or water) · Create a map of the classroom or bedroom 	
<p>Extension Strategies/Activities:</p>	
<p>Cross-curricular Connections/Standards:</p> <p>Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> · Teacher Created Assessments · Teacher Observation · Games 	

<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: B. Geography, People, and the Environment</p>
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<p>NJCCCS: 6.1.4.B.10- Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes and demographic tools can be used to understand tangible and intangible cultural differences</p> <p>NJSLS 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> · Geography- The Importance of Maps 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> · What information does a map provide? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · Maps and globes are a representation of someplace else.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> · Locate where they live on a map · Identify New Jersey on a United States map · Locate the classroom on a school map 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> · Literature Big Book · Children’s Literature · Primary Atlas · Geo Big Book · Globe · United States Map · Activity Book 	<p>Suggested Vocabulary</p> <p>Map Globe Water Land</p> <p>Technology:</p> <p>Safari Montage Activboard Google Earth 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> · Locate New Jersey on a map of the United States · Google Earth Eastampton, then their neighborhood or home · Use different colored squares to demonstrate that the large square as the United States, next smaller square is New Jersey, · next smallest is Eastampton, the smallest is their street · Earth Day color a representation of Earth 	
<p>Extension Strategies/Activities:</p>	
<p>Cross-curricular Connections/Standards:</p> <p>Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12</p> <ul style="list-style-type: none"> · Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1 	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> · Teacher Observation 	

<p>6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<p>Strand: A. Civics, Government, and Human Rights</p>
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NJCCCS:**6.3.4.A.1** - Evaluate what makes a good rule or law.**6.1.4.D.5** - Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.**NJSLS**• **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.****Big Ideas:**

- **Need for Rules**

Essential Questions:

- What makes some rules better than others?
- What is the constitution?
- Who makes the laws?

Enduring Understandings:

- examine rules to determine which rules are better than others
- explain that the Constitution is a special set of laws
- understand that rules and laws make sure people are treated fairly

Knowledge, Skills, and Instructional Objectives:

- demonstrate how rules and laws make sure all people are treated fairly
- explain how people must work together to create rules and laws
- explain why our nation needs to have a set of laws
- discuss the importance of the Constitution

Instructional Materials/Resources:

- Literature Big Books
- Children's Literature
- Flipchart
- CD Songs
- Posters

Suggested Vocabulary

laws
rules
safety

Technology:

Safari Montage
Activboard
8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1

Recommended Instructional Activities:

- Create a list of ways to practice fairness
- Brainstorm a list of street signs that help people follow laws
- Vote as a class on a book to be read to the class
- Explain that the United States has a set of rules called the Constitution
- Make a classroom Constitution

Extension Strategies/Activities:**Modification Strategies/Activities:**

IEP modifications will be implemented if needed.

- Discussion Questions

Modifications for SpEd/ESL/students at Risk/Gifted

Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)