

<p><b>6.1 U.S. History: America in the World</b> 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><b>Strand: A. Civics, Government, and Human Rights</b></p>
--	---

<p><b>NJCCCS:</b></p> <p><b>6.1.4.A.1</b> - Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p><b>6.1.4.A.2</b> - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p><b>6.1.4.A.3</b> - Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.</p> <p><b>6.1.4.A.4</b> - Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.</p> <p><b>6.1.4.A.5</b> - Distinguish the roles and responsibilities of the three branches of the national government.</p> <p><b>6.1.4.A.6</b> - Explain how national and state governments share power in the federal system of government.</p> <p><b>6.1.4.A.7</b> - Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p><b>6.1.4.A.8</b> - Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p> <p><b>6.1.4.A.9</b> - Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. <b>6.1.4.A.10</b> - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p><b>6.1.4.A.11</b> - Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p><b>6.1.4.A.12</b> - Explain the process of creating change at the local, state, or national level.</p> <p><b>6.1.4.A.13</b> - Describe the process by which immigrants become United States citizens.</p> <p><b>6.1.4.A.15</b> - Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p><b>6.1.4.A.16</b> - Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p><b>NJSLS:</b></p> <p><b>6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</b></p> <ul style="list-style-type: none"> <li>• <b>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).</b></li> <li>• <b>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</b></li> </ul>
---

<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Rules and government are important to the citizens of the United States.</li> <li>• An understanding of the historical foundations and principles of American democracy prepares learners to make informed decisions.</li> </ul>
--

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do rules and laws protect the rights of people and society?</li> <li>• How does the Constitution define the United States? • What are the branches of the government and what do they do?</li> <li>• How does an immigrant become a citizen of the United States?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Rules and laws are developed to protect people's rights, and the security and welfare of society.</li> <li>• The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</li> <li>• Governments can change based on the needs of people, their society, and their culture.</li> <li>• The different branches of the government are designed to address specific issues and concerns.</li> <li>• In a representative democracy, individuals elect representatives to act on the behalf of the people.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• Immigrants can become and obtain the rights of American citizens.</li> </ul>
--	---

<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain how rules and laws protect the rights of people, help solve conflicts and promote the common good.</li> <li>• Define what the Constitution is and who wrote it.</li> <li>• Explain how the United States is organized and how the U.S Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy.</li> <li>• Distinguish the roles and responsibilities of the three branches of national government.</li> <li>• Explain how national and state government share power in the federal system of government.</li> <li>• Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</li> </ul>	
---	--

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Our Country's Regions – MacMillan/McGraw-Hill</li> <li>• New Jersey Geography – Penns Valley Publishers</li> <li>• New Jersey State House Activity Book</li> <li>• MacMillan/McGraw Hill Reading</li> <li>• Measuring Up Express – NJ ASK Language Arts</li> <li>• Leveled Readers</li> <li>• Chapter Books/Units of Study <ul style="list-style-type: none"> <li>○ Biography unit</li> </ul> </li> <li>• Time for Kids</li> <li>• Teacher Created Materials</li> <li>• Picture books</li> </ul>	<p><b>Suggested Vocabulary</b></p> <p>Bill of Rights, branches of government, democracy, immigrants, political parties, United States Constitution</p> <hr/> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Study Island</li> <li>• iPads</li> <li>• Safari Montage</li> <li>• ActivBoard /Promethean Planet</li> <li>• Document camera</li> <li>• Internet websites</li> <li>•</li> <li>• 8.1.4.A.4;8.1.4.C.1</li> </ul>
--	---

<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>• Whole Group - The teacher will introduce the skills in a variety of ways. <ul style="list-style-type: none"> <li>○ read/discuss textbook</li> <li>○ foldable activities</li> <li>○ graphic organizers</li> <li>○ diagrams/map skills</li> <li>○ projects</li> </ul> </li> <li>• Independent/Small Group/Partner Activities <ul style="list-style-type: none"> <li>○ journal responses</li> <li>○ computer activities</li> </ul> </li> </ul>	
--	--

- o flashcards/interactive notebooks

**Extension Strategies/Activities:**

Further investigation of related topics/content as appropriate.

**Cross-curricular Connections/Standards:**

Language Arts: R1.4.4;R1.4.7;W.4.2

21<sup>st</sup> Century: CRP1; CRP3; CRP6; CRP11; CRP12

9.2.4.A.2

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

**Suggested Assessments:**

- o Effective questioning
- o Teacher observation
- o Oral responses
- o Graphic organizers
- o Teacher made tests and quizzes

- o Warm up activities

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

**NJCCCS:**

**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.

**6.1.4.B.2** - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

**6.1.4.B.3** - Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

**6.1.4.B.4** - 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.

**6.1.4.B.5** - Describe how human interaction impacts the environment in New Jersey and the United States.

**6.1.4.B.6** - Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.

**6.1.4.B.7** - Explain why some locations in New Jersey and the United States are more suited for settlement than others.

**6.1.4.B.8** - Compare ways people choose to use and divide natural resources.

**6.1.4.B.9** - Relate advances in science and technology to environmental concerns, and to actions taken to address them.

**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.

**NJSLS:**

**6.1.5.GeoGl.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.GeoGl.2: Use historical maps to explain what led to the exploration of new water and land routes.**

- **6.1.5.GeoGl.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional**

**identities of the US colonies.**

- **6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.**

**Big Ideas:**

- Determine locations of places and interpret information available on maps and globes.
- Use maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- Knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

**Essential Questions:**

- How are geographic tools used to describe and analyze places and environments on Earth?
- What is latitude and longitude and how is it used to locate places?
- Why do people settle in various locations?
- What can you do to save the environment?
- How does the surface of the earth change from region to region?

**Enduring Understandings:**

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Recognize the relationship of resources and human activities to various locations on a map.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.

**Knowledge, Skills, and Instructional Objectives:**

- Apply basic map skills – such as an understanding of directions and latitude/longitude- to interpret a physical map of the United States.
- The students will be able to identify and locate the parts of a globe and a variety of maps.

- The students will be able to identify major cities in New Jersey and regions of the United States.

**Instructional Materials/Resources:**

- Our Country's Regions – MacMillan/McGraw-Hill
- New Jersey Geography – Penns Valley Publishers
- New Jersey State House Activity Book
- MacMillan/McGraw Hill Reading
- Measuring Up Express – NJ ASK Language Arts
- Leveled Readers
- Chapter Books/Units of Study
  - Biography unit
- Time for Kids
- Teacher Created Materials
- Picture books

**Suggested Vocabulary**

compass rose, continents, latitude, longitude, oceans, and other map related vocabulary

**Technology:**

- Study Island
- iPads
- Safari Montage
- ActivBoard 8.1.4.A.4; 8.1.4.C.1 /Promethean Planet
- Document camera
- Internet websites

**Recommended Instructional Activities:**

- Whole Group - The teacher will introduce the skills in a variety of ways.
  - read/discuss textbook
  - foldable activities
  - graphic organizers
  - diagrams/map skills
  - projects
- Independent/Small Group/Partner Activities
  - journal responses
  - computer activities
  - flashcards/interactive notebooks

**Extension Strategies/Activities:**

Further investigation of related topics/content as appropriate.

**Modification Strategies/Activities:**

Modified assignments, quizzes, and tests; small group or partner work; copies of notes; advance notice of quizzes and tests – see IEP/504 for further modifications.

**Cross-curricular Connections/Standards:**

Language Arts: R1.4.4;R1.4.7;W.4.2  
21<sup>st</sup> Century: CRP1; CRP3; CRP6; CRP11; CRP12  
Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1

**Suggested Assessments:**

- Effective questioning
- Teacher observation
- Oral responses
- Graphic organizers
- Teacher made tests and quizzes
- Warm up activities

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

**NJCCCS:**

**6.1.4.C.5** - Explain the role of specialization in the production and exchange of goods and services.  
**6.1.4.C.6** - Describe the role and relationship among households, businesses, laborers, and governments within the economic system. **6.1.4.C.7** - Explain how the availability of private and public goods and services is influenced by the global market and government.

- 6.1.4.C.8 - Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.4.C.9 - Compare and contrast how access to and use of resources affects people across the world differently.
- 6.1.4.C.12 - Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. 6.1.4.C.13 - Determine the qualities of entrepreneurs in a capitalistic society.
- 6.1.4.C.14 - Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- 6.1.4.C.15 - Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.16 - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17 - Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18 - Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

**Big Ideas:**

- The past influences the present and future economy of societies of New Jersey and the United States.
- The development of transportation has impacted the progress of New Jersey and the United States.

**Essential Questions:**

- How do local, national, and global economies impact people in societies?
- How do new inventions and ideas impact our past, present, and future societies?
- How does the economy of New Jersey and the United States affect the lifestyle of society?

**Enduring Understandings:**

- Interactions among various institutions in the local, national, and global economies influence policymaking and outcomes in society.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led improvements in lifestyle, access to information, and the creation of new products.

**Knowledge, Skills, and Instructional Objectives:**

- The students will be able to understand how the economic, social, and technological resources have affected New Jersey and the United States.
- The students will be able to explain how improved forms of transportation have allowed society to progress.
- The students will be able to compare and contrast different regions of New Jersey, and the United States, to determine the role that geography and resources have played in the growth of the United States.

**Instructional Materials/Resources:**

- Our Country's Regions – MacMillan/McGraw-Hill
- New Jersey Geography – Penns Valley Publishers
- New Jersey State House Activity Book
- MacMillan/McGraw Hill Reading
- Measuring Up Express – NJ ASK Language Arts
- Leveled Readers
- Chapter Books/Units of Study
  - Biography unit
- Time for Kids

**Suggested Vocabulary**

economy, renewable and nonrenewable resources, resources, technology, transportation

<ul style="list-style-type: none"> <li>• Teacher Created Materials</li> <li>• Picture books</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Study Island</li> <li>• iPads</li> <li>• Safari Montage</li> <li>• ActivBoard 8.1.4.A.4;8.1.4.C.1/Promethean Planet</li> <li>• Document camera</li> <li>• Internet websites</li> </ul>
--	---

<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>• Whole Group - The teacher will introduce the skills in a variety of ways. <ul style="list-style-type: none"> <li>○ read/discuss textbook</li> <li>○ foldable activities</li> <li>○ graphic organizers</li> <li>○ diagrams/map skills</li> <li>○ projects</li> </ul> </li> <li>• Independent/Small Group/Partner Activities <ul style="list-style-type: none"> <li>○ journal responses</li> <li>○ computer activities</li> <li>○ flashcards/interactive notebooks</li> </ul> </li> </ul>	
<p><b>Extension Strategies/Activities:</b> Further investigation of related topics/content as appropriate.</p>	<p><b>Modification Strategies/Activities:</b> Modified assignments, quizzes, and tests; small group or partner work; copies of notes; advance notice of quizzes and tests – see IEP/504 for further modifications.</p>
<p><b>Cross-curricular Connections/Standards:</b> Language Arts: R1.4.4;R1.4.7;W.4.2 21<sup>st</sup> Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>○ Effective questioning</li> <li>○ Teacher observation</li> <li>○ Oral responses</li> <li>○ Graphic organizers</li> <li>○ Teacher made tests and quizzes</li> <li>○ Warm up activities</li> </ul>	
<p><b>6.1 U.S. History: America in the World</b> 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><b>Strand: D. History, Culture, and Perspectives</b></p>

**NJCCCS:**

- 6.1.4.D.1 - Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.2 - Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3 - Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- 6.1.4.D.4 - Explain how key events led to the creation of the United States and the state of New Jersey.
- 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.
- 6.1.4.D.6 - Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.7 - Explain the role Governor William Livingston played in the development of New Jersey government.
- 6.1.4.D.8 - Determine the significance of New Jersey's role in the American Revolution.
- 6.1.4.D.9 - Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
- 6.1.4.D.10 - Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.4.D.11 - Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.12 - Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

**NJSLS:**

- 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.9: **Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.**
- 6.1.5.HistoryCC.10: **Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.**
- 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.**

**Big Ideas:**

- The study of United States and New Jersey history enables learners to see the interrelationship between past and present, and to view current state and national issues with an historical perspective that informs both thinking and action.

**Essential Questions:**

- What impact did immigrants have on the development of New Jersey and the United States?
- What events led to the development of our nation?
- Why is personal, family, and community history an important source of information?
- How do American folklore and historical figures connect to our national and state heritage?
- What is a culture?
- What are our historical symbols and how do they relate to our history?

**Enduring Understandings:**

- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Key historical events, documents, and individuals led to the development of our nation.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- The study of American folklore and popular historical figures enables Americans feel connected to a national and state heritage.
- Cultures include traditions, popular beliefs, and commonly held values and ideas that have been influenced by the behaviors of different cultural groups.
- Historical symbols and ideas play a role in understanding and evaluating our history.



**Knowledge, Skills, and Instructional Objectives:**

- Explain the major eras and historical events that have occurred in New Jersey and the United States and influenced what they are today.
- Explain the role William Livingston played in the development of New Jersey and its government.
- Determine how local and state communities have changed over time, and explain the reasons for changes. • Describe how the influence of Native American groups have manifested in different regions of New Jersey and the United States.

**Instructional Materials/Resources:**

- Our Country's Regions – MacMillan/McGraw-Hill
- New Jersey Geography – Penns Valley Publishers
- New Jersey State House Activity Book
- MacMillan/McGraw Hill Reading
- Measuring Up Express – NJ ASK Language Arts
- Leveled Readers
- Chapter Books/Units of Study
  - Biography unit
- Time for Kids
- Teacher Created Materials
- Picture books

**Suggested Vocabulary**

Bill of Rights, culture, Declaration of Independence, government, immigration, Mayflower Compact, Native Americans

**Technology:**

- Study Island
- iPads
- Safari Montage
- ActivBoard 8.1.4.A.4;8.1.4.C.1/Promethean Planet
- Document camera
- Internet websites

**Recommended Instructional Activities:**

- Whole Group - The teacher will introduce the skills in a variety of ways.
  - read/discuss textbook
  - foldable activities
  - graphic organizers
  - diagrams/map skills
  - projects
- Independent/Small Group/Partner Activities
  - journal responses
  - computer activities
  - flashcards/interactive notebooks

**Extension Strategies/Activities:**

Further investigation of related topics/content as appropriate.

**Modification Strategies/Activities:**

Modified assignments, quizzes, and tests; small group or partner work; copies of notes; advance notice of quizzes and tests – see IEP/504 for further modifications.

**Cross-curricular Connections/Standards:**

Language Arts: R1.4.4;R1.4.7;W.4.2  
 21<sup>st</sup> Century: CRP1; CRP3; CRP6; CRP11; CRP12  
 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1

**Suggested Assessments:**

- Effective questioning
- Teacher observation
- Oral responses
- Graphic organizers
- Teacher made tests and quizzes
- Warm up activities

**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

BOE August 2017

Eastampton Township School District

Curriculum Guide

Grade: 4<sup>th</sup> Grade Content Area: Social Studies

- 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.

BOE Approved August 2022

**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)

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

**NJCCCS:**

**6.3.4.A.1** - Evaluate what makes a good rule or law.

**6.3.4.A.2** - Contact local officials and community members to acquire information and/or discuss local issues.

**6.3.4.A.3** - Select a local issue and develop a group action plan to inform school and/or community members about the issue.

**6.3.4.A.4** - Communicate with students from various countries about common issues of public concern and possible solutions.

**NJSLS:**

• **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.**

**Big Ideas:**

- Explain why rules and laws are important for governing the people.

**Essential Questions:**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

**Enduring Understandings:**

- Active citizens exercise their rights and responsibilities by participating in democratic processes.

**Knowledge, Skills, and Instructional Objectives:**

- Determine what makes some rules better than others after being provided with a list of rules (some of which are unfair, unenforceable, do not have a legitimate purpose or have other issues). This activity may take place on or around Constitution Day on September 17.

**Instructional Materials/Resources:**

- Our Country's Regions – MacMillan/McGraw-Hill
- New Jersey Geography – Penns Valley Publishers
- New Jersey State House Activity Book
- MacMillan/McGraw Hill READING
- Measuring Up Express – NJ ASK Language Arts
- Leveled Readers
- Chapter Books/Units of Study
  - Biography unit
- Time for Kids
- Teacher Created Materials
- Picture books

**Suggested Vocabulary**

citizens, community, Constitution Day, government

**Technology:**

- Study Island
- iPads
- Safari Montage
- ActivBoard/Promethean Planet
- Document camera
- Internet websites

8.1.4.A.4;8.1.4.C.1

**Recommended Instructional Activities:**

- Whole Group - The teacher will introduce the skills in a variety of ways.
  - read/discuss textbook
  - foldable activities
  - graphic organizers
  - diagrams/map skills
  - projects
- Independent/Small Group/Partner Activities
  - journal responses
  - computer activities
  - flashcards/interactive notebooks

<p><b>Extension Strategies/Activities:</b> Further investigation of related topics/content as appropriate.</p>	
--	--

<p><b>Cross-curricular Connections/Standards:</b> Language Arts: R1.4.4;R1.4.7;W.4.2 21<sup>st</sup> Century: CRP1; CRP3; CRP6; CRP11; CRP12 9.2.4.A.2 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>
---

<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>○ Effective questioning</li> <li>○ Teacher observation</li> <li>○ Oral responses</li> <li>○ Graphic organizers</li> <li>○ Teacher made tests and quizzes</li> <li>○ Warm up activities</li> </ul>
---

<p><b>6.3 Active Citizenship in the 21st Century</b> 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><b>Strand: B. Geography, People and the Environment</b></p>
--	--

<p><b>NJCCCS:</b> 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. <b>NJSLS:</b> • 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).</p>
--

<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Explain and be aware of the environmental issues that affect people and their resources.</li> </ul>
---

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Active citizens recognize the consequences of human interactions with environment and take actions to promote positive outcomes.</li> </ul>
--	---

<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"> <li>• Making informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> <li>• Becoming aware of individuals' relationships to people, places, and resources in the local community and beyond.</li> <li>• Developing strategies to reach consensus and resolve conflict.</li> </ul>
---

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Our Country's Regions – MacMillan/McGraw-Hill</li> <li>• New Jersey Geography – Penns Valley Publishers</li> <li>• New Jersey State House Activity Book</li> <li>• MacMillan/McGraw Hill Reading</li> </ul>	<p><b>Suggested Vocabulary</b> consequences, culture, environment, geography, outcomes</p>
---	--

<ul style="list-style-type: none"> <li>• Measuring Up Express – NJ ASK Language Arts</li> <li>• Leveled Readers</li> <li>• Chapter Books/Units of Study <ul style="list-style-type: none"> <li>○ Biography unit</li> </ul> </li> <li>• Time for Kids</li> <li>• Teacher Created Materials</li> <li>• Picture books</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Study Island</li> <li>• iPads</li> <li>• Safari Montage</li> <li>• ActivBoard/Promethean Planet</li> <li>• Document camera</li> <li>• Internet websites</li> </ul> <p>8.1.4.A.4;8.1.4.C.1</p>
---	--

<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>• Whole Group - The teacher will introduce the skills in a variety of ways. <ul style="list-style-type: none"> <li>○ read/discuss textbook</li> <li>○ foldable activities</li> <li>○ graphic organizers</li> <li>○ diagrams/map skills</li> </ul> </li> </ul>
--

<ul style="list-style-type: none"> <li>○ projects</li> <li>• Independent/Small Group/Partner Activities <ul style="list-style-type: none"> <li>○ journal responses</li> <li>○ computer activities</li> <li>○ flashcards/interactive notebooks</li> </ul> </li> </ul>
--

<p><b>Extension Strategies/Activities:</b> Further investigation of related topics/content as appropriate.</p>	
--	--

<p><b>Cross-curricular Connections/Standards:</b> Language Arts: R1.4.4;R1.4.7;W.4.2 21<sup>st</sup> Century: CRP1; CRP3; CRP6; CRP11; CRP12 9.2.4.A.2  Visual and Performing Arts: 1.1.4.B.1; 1.1.4.D.1</p>
--

<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>○ Effective questioning</li> <li>○ Teacher observation</li> <li>○ Oral responses</li> <li>○ Graphic organizers</li> <li>○ Teacher made tests and quizzes</li> <li>○ Warm up activities</li> </ul>
---

<p><b>6.3 Active Citizenship in the 21st Century</b> 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><b>Strand: C. Economics, Innovation, and Technology</b></p>
--	--

<p><b>NJCCCS:</b> <b>6.3.4.C.1</b> - Develop and implement a group initiative that addresses an economic issue impacting children.</p>
--

<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>• Explain why the laws and rules of government in your community make you a good citizen.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?</li> <li>• What are the possible consequences of these decisions for individuals, groups, and societies?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Active citizens make informed and reasoned economic decisions and accept responsibility for the consequences of their actions and/or inactions.</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"> <li>• Becoming aware of their relationships to people, places, and resources in the local community and beyond. • Making informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> </ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>• Our Country's Regions – MacMillan/McGraw-Hill</li> <li>• New Jersey Geography – Penns Valley Publishers</li> <li>• New Jersey State House Activity Book</li> <li>• MacMillan/McGraw Hill Reading</li> <li>• Measuring Up Express – NJ ASK Language Arts</li> <li>• Leveled Readers</li> <li>• Chapter Books/Units of Study</li> </ul>	<b>Suggested Vocabulary</b> citizen, community, economy, government, laws  <b>Technology:</b> <ul style="list-style-type: none"> <li>• Study Island</li> <li>• iPads</li> <li>• Safari Montage</li> <li>• ActivBoard/Promethean Planet</li> <li>• Document camera</li> </ul>
<ul style="list-style-type: none"> <li>○ Biography unit</li> <li>• Time for Kids</li> <li>• Teacher Created Materials</li> <li>• Picture books</li> </ul>	<ul style="list-style-type: none"> <li>• Internet websites</li> <li>• 8.1.4.A.4;8.1.4.C.1</li> </ul>
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>• Whole Group - The teacher will introduce the skills in a variety of ways. <ul style="list-style-type: none"> <li>○ read/discuss textbook</li> <li>○ foldable activities</li> <li>○ graphic organizers</li> <li>○ diagrams/map skills</li> <li>○ projects</li> </ul> </li> <li>• Independent/Small Group/Partner Activities <ul style="list-style-type: none"> <li>○ journal responses</li> <li>○ computer activities</li> <li>○ flashcards/interactive notebooks</li> </ul> </li> </ul>	
<b>Extension Strategies/Activities:</b> Further investigation of related topics/content as appropriate.	
<b>Cross-curricular Connections/Standards:</b> 9.2.4.A.2	

<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>○ Effective questioning</li> <li>○ Teacher observation</li> <li>○ Oral responses</li> <li>○ Graphic organizers</li> <li>○ Teacher made tests and quizzes</li> <li>○ Warm up activities</li> </ul>	
<p><b>6.3 Active Citizenship in the 21st Century</b> 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><b>Strand: D. History, Culture, and Perspectives</b></p>
<p><b>NJCCCS:</b>  <b>6.3.4.D.1</b> - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.  <b>NJSLS:</b>  <b>6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</b>  <b>• 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).</b>  <b>• 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</b></p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Explain actions that are unfair that impact society, and how to prevent such actions from occurring by promoting appropriate behaviors.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• 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?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Active citizens respect different viewpoints and take actions that result in a more just and equitable society.</li> </ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identifying stereotyping, bias, prejudice, and discrimination in individuals' lives and communities.</li> <li>• Recognizing that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Our Country's Regions – MacMillan/McGraw-Hill</li> <li>• New Jersey Geography – Penns Valley Publishers</li> </ul>	<p><b>Suggested Vocabulary</b>  bullying, discrimination, diversity, problem/solution</p> <p><b>Technology:</b></p>



<ul style="list-style-type: none"> <li>• New Jersey State House Activity Book</li> <li>• MacMillan/McGraw Hill Reading</li> <li>• Measuring Up Express – NJ ASK Language Arts</li> <li>• Leveled Readers</li> <li>• Chapter Books/Units of Study <ul style="list-style-type: none"> <li>○ Biography unit</li> </ul> </li> <li>• Time for Kids</li> <li>• Teacher Created Materials</li> <li>• Picture books</li> </ul>	<ul style="list-style-type: none"> <li>• Study Island</li> <li>• iPads</li> <li>• Safari Montage</li> <li>• ActivBoard/Promethean Planet</li> <li>• Document camera</li> <li>• Internet websites</li> </ul> <p>8.1.4.A.4;8.1.4.C.1</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>• Whole Group - The teacher will introduce the skills in a variety of ways. <ul style="list-style-type: none"> <li>○ read/discuss textbook</li> <li>○ foldable activities</li> <li>○ graphic organizers</li> <li>○ diagrams/map skills</li> <li>○ projects</li> </ul> </li> <li>• Independent/Small Group/Partner Activities <ul style="list-style-type: none"> <li>○ journal responses</li> <li>○ computer activities</li> <li>○ flashcards/interactive notebooks</li> </ul> </li> </ul>	
<p><b>Extension Strategies/Activities:</b> Further investigation of related topics/content as appropriate.</p>	
<p><b>Cross-curricular Connections/Standards:</b> Language Arts: R1.4.4;R1.4.7;W.4.2 21<sup>st</sup> Century: CRP1; CRP3; CRP6; CRP11; CRP12 9.2.4.A.2  Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1.</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>○ Effective questioning</li> <li>○ Teacher observation</li> <li>○ Oral responses</li> <li>○ Graphic organizers</li> <li>○ Teacher made tests and quizzes</li> <li>○ Warm up activities</li> </ul>	

**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