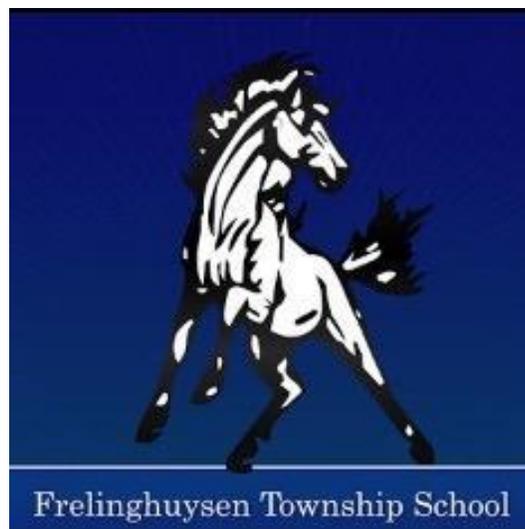


Frelinghuysen Township School District



Social Studies Curriculum

Frelinghuysen Township School District Social Studies Curriculum

Frelinghuysen Township School District Mission Statement

Frelinghuysen Township School District is a small and caring community. Its mission is:

- To provide all students a superior individualized education
- To create strategic partnerships with parents and the community to meet students' needs
- To provide a compassionate, safe and supportive environment
- To support innovative practices by effectively leveraging technology
- To develop confident students who will be productive, contributing members of a constantly changing global society

Curricular Overview

The Social Studies Curriculum was created for Frelinghuysen School District using resources from past curriculum, the New Jersey Student Learning Standards and an analysis of the needs of our students.

The curriculum is based on the Understanding by Design (UbD) philosophy which emphasizes using a backwards design that uses goals to drive the learning plan. This ensures that instruction is focused and driven by specific learning outcomes. Units are organized into themes and learning goals, with pacing guides and suggested resources for teachers to use to guide daily instruction.

Frelinghuysen Township School seeks to provide our students with a well-rounded curriculum supported by best practices in education to guide our students throughout their entire educational journey. This curriculum was created with the intention of keeping with our mission of developing productive students through a superior, individualized education that effectively leverages technology in a safe and supportive school community.

Written/Revised by:
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Christine Wagner
Kate Lorenzo
Jessica Pryor
Diana Puzio

Board of Education adoption: November 17, 2021

Frelinghuysen Township School District Social Studies Curriculum

Grade K

Unit 1: Civics, Citizenship, Government, and Human Rights

DESIRED RESULTS

Standards

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| <p>New Jersey Student Learning Standards Civics and Political Institutions 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. 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. 6.1.2.CivicsPI.6: Explain what government is and its function.</p> <p>Participation and Deliberation 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</p> <p>Democratic Principles 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.</p> | <p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue. (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. (6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools. 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>21st Century Life and Career Standards 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> |
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| <p>Processes and Rules</p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p> <p>Civic Mindedness</p> <p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</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>Learning Outcomes</p> | |
| <p><i>Students will understand....</i></p> <ul style="list-style-type: none"> ● The meaning of a good citizen ● Why we have rules ● Our classroom rules ● Laws ● Good and bad choices ● Being a good friend ● Sharing and taking turns ● Working hard and trying our best ● Cooperation | <p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> ● What does it mean to be a good citizen? ● Why we have rules ● What are our classroom rules? ● Why we have laws ● What are good choices? ● What are bad choices? ● Why should we share and take turns? ● How they can be a good friend? ● Why is it important to work hard and try our best? ● What does it mean to cooperate? ● How can you be a helpful citizen? ● How can you be a good citizen? |

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| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 4 - 5 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Review our Classroom Rules and come up with a movement for each one ● Read What if Everybody did that by Ellen Javernick and discuss what would happen if we had no school rules? Discuss what would happen if there were no rules outside of school? Discuss laws ● After reading We Can Make Good Choices, we will discuss what makes a choice good or bad. Students will sort picture cards by either being a good choice or bad choice. ● Brainstorm ways to be a good friend and create an anchor chart ● Role-play situations in which students demonstrate how to be a good friend. ● By using blocks or cups, students will practice taking turns and sharing. Together they will build a tower. ● Create a friendship fish and discuss ways to be a good friend ● Play the game – Stand Up – Sit Down to decide if the person on the prompt was trying their best and working hard ● Create a We Can Try Anchor Chart: When → I Will. or When I'm → I can. ● After reading Let's Work Together by Karen Jones, we will make a cooperation anchor chart. Students will work together to make one house. ● Create an anchor chart for ways Good Citizens help people, animals, and the environment. Students will then sort pictures into helpful/ not helpful groups. | |

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- Discuss ways we can help others
- Brainstorm ways to be a good citizen and create an anchor chart
- Make a friendship salad and share all the things we learned about being a good citizen and how we all work together to make our classroom special

Integrated Accommodations and Modifications

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| <p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play | <p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study |
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Connections

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| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology ● Character education ● Career Education | <p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications |
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Instructional and Supplemental Materials

- Scholastic News
- Little Social Studies Thinkers – Karen Jones – Teacher Pay Teachers (TPT)
- Materials
 - Workbook from Little Social Studies Thinkers on TPT
 - Prompts and Picture cards from Little Social Studies Thinkers on TPT
 - Tissue Paper
 - Pencils
 - Crayons
 - Markers
 - Glue
 - Tape
 - Anchor Charts
 - Scissors
 - Blocks

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- Cups
- Paper
- Websites
 - www.discoveryeducation.com
 - <https://jr.brainpop.com/>
 - <https://www.youtube.com/>
 - <https://www.raz-kids.com/>
 - <https://www.getepic.com/>
 - <https://www.timeforkids.com/k1>
 -
- Texts
 - No, David! - David Shannon
 - What if Everybody did that? - Ellen Javernick
 - We Can Make Good Choices - Karen Jones
 - I Can Be a Good Friend - Karen Jones
 - The Rainbow Fish - Marcus Pfister
 - The Very Busy Spider – Eric Carle
 - Let’s Work Together – Karen Jones
 - A Sick Day for Amos McGee – Philip C. Stead
 - The Mitten Tree – Candace Christiansen
 - We Can be Good Citizens – Karen Jones

Leveled Texts

- Advanced: Community Workers (Level F)
- Intermediate: Community Helpers (Level D)
- Beginner: I Pick Up (Level C)

Unit 2: History, Culture, and Perspectives Then and Now

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

Continuity and Change

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

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.

Understanding Perspectives

6.1.2.HistoryUP.1: Use primary sources

Technology Standards

(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or

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| <p>representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p> <ul style="list-style-type: none"> 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>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict</p> <p>Historical Sourcing and Evidence</p> <ul style="list-style-type: none"> 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. <p>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).</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>Claims and Argumentation</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>activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> |
| <p>Learning Outcomes</p> | |
| <p><i>Students will understand....</i></p> <ul style="list-style-type: none"> ● The difference between the past, present, and future ● How people got food and clothing long ago ● Where people lived long ago ● How people got from place to place long ago ● How kids had fun long ago ● What life was like long ago ● How people cooked food long ago ● Chore that kids had long ago ● Jobs that people had long ago | <p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> ● What do we know about life long ago? |

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| <ul style="list-style-type: none"> ● What school was like long ago ● How life today is different than long ago | |
| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 4-5 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Make a timeline using yarn and cards to place pictures from then and now ● Play long ago or NOT long ago game ● Make an anchor chart to describe homes from long ago with the information we've learned ● Sort pictures onto an anchor chart into the category "How did people travel?" or "What did people do for fun?" ● Build and create a house from Long Ago ● Play Chore Charades after creating an anchor chart for Chores Long Ago ● Play What Was My Job? ● Chart Activity: Match the picture to descriptions of school long ago ● Long Ago or Today Charting Activity ● Sorting Activity – Long Ago and Today ● Churn Butter | |
| Integrated Accommodations and Modifications | |
| Special Education, ELL and 504 <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models | Gifted and Talented <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) |

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| <ul style="list-style-type: none"> ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play | <ul style="list-style-type: none"> ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study |
| Connections | |
| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology ● Character education ● Career Education | <p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications |
| Instructional and Supplemental Materials | |
| <ul style="list-style-type: none"> ● Scholastic News ● Little Social Studies Thinkers – Karen Jones – Teacher Pay Teachers (TPT) ● Materials <ul style="list-style-type: none"> ○ Workbook from Little Social Studies Thinkers on TPT ○ Prompts and Picture cards from Little Social Studies Thinkers on TPT ○ Pencils ○ Crayons ○ Markers ○ Glue ○ Tape ○ Anchor Charts ○ Scissors ○ Blocks ○ Cups ○ Paper ○ Yarn ○ Mason jars ○ Heavy cream ○ Popsicle Sticks ○ Brown paper bags ● Websites <ul style="list-style-type: none"> ○ www.discoveryeducation.com ○ https://jr.brainpop.com/ ○ https://www.youtube.com/ | |

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| <ul style="list-style-type: none"> ○ https://www.raz-kids.com/ ○ https://www.getepic.com/ ○ https://www.timeforkids.com/k1 ○ https://www.scholastic.com/scholastic_thanksgiving/index.html ○ ● Texts <ul style="list-style-type: none"> ○ What we Wear: Dressing Up Around the World – Elise Hofer ○ Houses and Home Around the World – Ken Heyman ○ Texts by Karen Jones <ul style="list-style-type: none"> ■ Past, Present, and Future ■ Life Long Ago: Food and Clothing ■ Life Long Ago: Homes ■ Life Long Ago: Transportation and Entertainment ■ Life Long Ago: Cooking and Chores ■ Life Long Ago: School ■ Then and Now |
| Leveled Texts |
| <ul style="list-style-type: none"> ● Advanced: Hobbies by Rus Buyok – Raz Kids (Level D) ● Intermediate: My Teacher by Edie Evans – Raz Kids (Level C) ● Beginner: I Pick Up by Pam Bul – Raz Kids (Level B) |

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| Unit 3: Holidays Around the World | |
| DESIRED RESULTS | |
| Standards | |
| <p>New Jersey Student Learning Standards Geography, People, and Government: Human Environment Interaction</p> <ul style="list-style-type: none"> • 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. <p>Geography, People, and Government: Global Interconnections</p> <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. • 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p> <p>History, Culture, and Perspectives: Understanding Perspectives</p> <ul style="list-style-type: none"> • 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or | <p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue. (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print</p> |

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| <p>reflect more than one culture</p> <p>History Culture, and Perspectives: Historical Sourcing and Evidence</p> <p>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</p> | <p>electronic information sources to complete a variety of tasks.</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> |
| | <p>21st Century Life and Career Standards</p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.FP.2: Differentiate between financial wants and needs.</p> |

Learning Outcomes

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| <p><i>Students will understand....</i></p> <ul style="list-style-type: none"> ● What customs and traditions are ● Las Posadas in Mexico ● Christmas in Germany ● Christmas in Italy ● Christmas and Saint Lucia Day in Sweden ● Diwali in India ● Hanukkah in Israel ● Christmas in Australia ● Kwanzaa in the United States ● Eid-al Fitr in Africa and the Middle East ● Christmas in Canada and the United States ● Holidays around the World | <p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> ● How do people celebrate holidays around the world? |
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ASSESSMENT

| Formative | Summative |
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| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |

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| <ul style="list-style-type: none"> ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 3- 4 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Holiday sorting activity ● Create a suitcase to travel around the world and discuss our family traditions ● Create a poinsettia by answering questions about Las Posadas (Mexico) ● Fill the Shoe Activity (Germany) ● Christmas In Italy Matching Activity ● Saint Lucia Crowns (Sweden) ● After reading and discussing Celebrating Diwali, students will make their own Rangoli (India) ● Create a Light the Menorah Anchor Chart (Israel) ● Australian Christmas Yes/No Questions ● This or That Anchor Chart for Kwanzaa Words (United States/Kwanzaa) ● True and False Post It notes for Eid al-Fritr (Africa and the Middle East) ● Christmas/Not Christmas sort (United States & Canada/Christmas) ● Holidays around the World Activity Review | |
| Integrated Accommodations and Modifications | |
| Special Education, ELL and 504 <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play | Gifted and Talented <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study |
| Connections | |
| Interdisciplinary Connections <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies | 21st Century Skills and Career Education <ul style="list-style-type: none"> ● Problem Solving |

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- Technology
- Character education
- Career Education

- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Scholastic News
- Little Social Studies Thinkers – Karen Jones – Teacher Pay Teachers (TPT)
- Materials
 - Workbook from Little Social Studies Thinkers on TPT
 - Prompts and Picture cards from Little Social Studies Thinkers on TPT
 - Tissue Paper
 - Popsicle sticks
 - Construction paper
 - Pencils
 - Crayons
 - Markers
 - Glue
 - Tape
 - Anchor Charts
 - Scissors
 - Blocks
 - Cups
 - Paper
- Websites
 - www.discoveryeducation.com
 - <https://jr.brainpop.com/>
 - <https://www.youtube.com/>
 - <https://www.raz-kids.com/>
 - <https://www.getepic.com/>
 - <https://www.timeforkids.com/k1>
 - <https://earth.google.com/web/>
 - <https://www.google.com/maps>
 -
- Texts
 - Books by Karen Jones
 - How We Celebrate
 - Las Posadas
 - A German Christmas
 - Christ in Italy
 - Christmas and Saint Lucia Day
 - Celebrating Diwali
 - Celebrating Hannukah

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| <ul style="list-style-type: none"> ■ Christmas Down Under ■ Hooray for Kwanzaa ■ Eid al Fitr! ■ Merry Christmas | |
| Leveled Texts | |
| <ul style="list-style-type: none"> ● Advanced: Kaden’s Kwanzaa by Elizabeth Jane Pustilnik – Raz Kids (Level E) ● Intermediate: The Festival of Lights by Sasha Levy – Raz Kids (Level C) ● Beginner: Christmas Eve by Anthony Curran – Raz Kids (level A) | |

Unit 4: Economics Innovation, and Technology; My Community

DESIRED RESULTS

Standards

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| <p>New Jersey Student Learning Standards</p> <p>Economic Ways of Thinking</p> <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products</p> <p>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</p> <p>Exchange and Markets</p> <p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</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>National Economy</p> | <p>Technology Standards</p> <p>(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>(3-5) 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.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> |
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| <p>6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p> <p>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</p> <p>Global Economy</p> <p>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>21st Century Life and Career Standards</p> <ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. <p>9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).</p> <p>9.1.2.FP.2: Differentiate between financial wants and needs.</p> |
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Learning Outcomes

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| <p><i>Students will understand....</i></p> <ul style="list-style-type: none"> ● Different kinds of neighborhoods and different kinds of homes ● Neighborhoods are made up of different kinds of families ● Different places in a community ● Different jobs in a community and tell why they are important ● How and why people work ● The different between wants and needs ● Ways to help our community | <p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> ● What makes a community? ● What are wants and needs? |
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ASSESSMENT

| Formative | Summative |
|---|---|
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |

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| Benchmark | Alternative |
|--|--|
| <ul style="list-style-type: none"> Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> Portfolio Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 4 - 5 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> Create a Schema chart on what we know about neighborhoods Matching activity with neighborhood words and pictures Neighbor Picture Prompt Activity Community Circle Map Create and build a 3D Community Community Helper Sort Writing about what we want to be Where People work? Sorting Activity Sorting Activity for wants and needs Stand up/Hand up – Wants and needs I want but I need Craft Helping Our Community Sort Yes/no review game Community Clean-Up Project Make cards for a local nursing home/hospital and local serviceman/woman Community Helper Classroom Visit | |
| Integrated Accommodations and Modifications | |
| Special Education, ELL and 504 <ul style="list-style-type: none"> Repeat/modify directions Visual models Assistive technology Extended time Preferred/flexible seating Differentiated activities (centers) Shortened assignments Sensory integration activities Flexible grouping Games Kinesthetic Activity Role Play | Gifted and Talented <ul style="list-style-type: none"> Flexible grouping Differentiated activities (centers) Games Assistive technology Problem solving strategies Tiered choice activities Kinesthetic Activities Role Play Critical thinking strategies Accelerated learning Independent study |
| Connections | |
| Interdisciplinary Connections <ul style="list-style-type: none"> ELA, Math, Science, Social Studies Technology | 21st Century Skills and Career Education <ul style="list-style-type: none"> Problem Solving Critical Thinking |

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- Character education
- Career Education

- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Scholastic News
- Little Social Studies Thinkers – Karen Jones – Teacher Pay Teachers (TPT)
- Materials
 - Workbook from Little Social Studies Thinkers on TPT
 - Prompts and Picture cards from Little Social Studies Thinkers on TPT
 - Brown Paper Bags
 - Pencils
 - Crayons
 - Markers
 - Glue
 - Tape
 - Anchor Charts
 - Scissors
 - Blocks
 - Cups
 - Paper
 - Gloves
 - Plastic bags
 -
- Websites
 - www.discoveryeducation.com
 - <https://jr.brainpop.com/>
 - <https://www.youtube.com/>
 - <https://www.raz-kids.com/>
 - <https://www.getepic.com/>
 - <https://www.timeforkids.com/k1>
 -
- Texts
 - Books by Karen Jones
 - Neighborhoods
 - Our Neighbors
 - Places in the community
 - Community Helpers
 - Community Helpers are Important
 - Why People Work
 - Wants and Needs
 - Helping Our Community

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Leveled Texts

- Advanced: Community Helpers by Kira Freed – Raz Kids (Level D)
- Intermediate: I am a Community Worker by Craig Frederick – Raz Kids (Level B)
- Beginner: The Post Office by Erin Taliaferro – Raz Kids (Level AA)

Unit 5: Geography, People, and the Environment; Our World

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

Human Population Patterns

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).

Spatial Views of the World

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.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).

Human Environment Interaction

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

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.Geo.HE.3: Identify cultural and

Technology Standards

(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Life and Career Standards

9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

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| <p>environmental characteristics of different regions in New Jersey and the United States. 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. • 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p> | |
| Learning Outcomes | |
| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Positional or directional words ● What a map is and how people use it ● A map of the classroom and include important locations ● Map symbols ● A map ● A globe ● Globes and maps and be able to compare and contrast them ● What a continent is ● How to identify continents on a map or globe ● What an ocean is ● How to identify oceans on a map of globe? ● What a country is and be able to identify the country we live in ● Our place in the world | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● Where do I live in the world? ● What is a map? ● What is a globe? ● What is a continent and ocean? |
| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |

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| <ul style="list-style-type: none"> ● Classwork Practice ● Discussion Trifolds ● Video logs | |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 5 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Sam and His Hat Activity ● Classroom Scavenger hunt (East, West, North, South Activity) ● Sam on the Move Activity ● Mapping Our Classroom Activity ● Create a map symbols Anchor Chart ● Discuss and build a Places in our City Chart ● Create and Build my town/city on a map ● Globes and Maps – whole Group Venn Diagram ● Continent Match ● Mapping Oceans ● My Country Circle Map ● Our Place in the World Anchor Chart Activity ● True/False Review Game ● Make Our Own Globes | |
| Integrated Accommodations and Modifications | |
| Special Education, ELL and 504 <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play | Gifted and Talented <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study |
| Connections | |
| Interdisciplinary Connections <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology ● Character education | 21st Century Skills and Career Education <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication |

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- Career Education

- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Scholastic News
- Little Social Studies Thinkers – Karen Jones – Teacher Pay Teachers (TPT)
- Materials
 - Workbook from Little Social Studies Thinkers on TPT
 - Prompts and Picture cards from Little Social Studies Thinkers on TPT
 - Construction Paper
 - Large plastic ball
 - Blue Balloons
 - Black Sharpie
 - yarn
 - Pencils
 - Crayons
 - Markers
 - Glue
 - Tape
 - Anchor Charts
 - Scissors
 - Blocks
 - Cups
 - Paper
 - Gloves
 - Plastic bags
 - Globe
 - Map
 - Post Cards
 - Ribbons
 - Google Slides - Maps
- Websites
 - www.discoveryeducation.com
 - <https://jr.brainpop.com/>
 - <https://www.youtube.com/>
 - <https://www.raz-kids.com/>
 - <https://www.getepic.com/>
 - <https://www.timeforkids.com/k1>
 - <https://earth.google.com/web/>
 - <https://www.google.com/maps>
 - <https://www.youtube.com/watch?v=dp8VOG8Cgag>
 - <https://www.youtube.com/watch?v=E2CNZIIIVlg>
 -
- Texts

Frelinghuysen Township School District Social Studies Curriculum

- Books by Karen Jones
 - Follow That Critter
 - On a Map
 - Mapping Places
 - Map Symbols
 - Let's Go!
 - Me in the World
 - What is a Continent
 - What is an Ocean
 - My Place in the World
- The Day the Crayons Came Home – Drew Daywalt
- Me on the Map by Joan Sweeney
- Love is all around New Jersey – Wendi Silvano
- Love is all around Maine – Wendi Silvano

Leveled Texts

- Advanced: How We Get to School by Elizabeth Jane Pustilnik – Raz Kids (Level D)
- Intermediate: A Place Called Home by Torran Anderson – Raz Kids (Level C)
- Beginner: Gracie's Nose by Beverly Osborn – Raz Kids (Level B)

Unit 6: Pilgrims & Wampanoag

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

**Civics, Government, and Human Rights:
Democratic Principles**

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.

Civics, Government, and Human Rights: Civic Mindedness

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.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

Technology Standards

(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

(6) 8.1.8.A.1-Demonstrate knowledge of a real

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| <p>contribute to individuals feeling accepted.</p> <p>Civics, Government, and Human Rights:</p> <p>Human Population Patterns</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>Geography, People, and the Environment:</p> <p>Human Environment Interaction</p> <p>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>Geography, People, and the Environment:</p> <p>Global Interconnections</p> <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. •</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions</p> <p>Economics, Innovation, and Technology:</p> <p>Exchange and Markets</p> <p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</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>History, Culture, and Perspectives: Continuity and Change</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>History, Culture, and Perspectives:</p> <p>Understanding Perspectives</p> <p>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.</p> <p>History, Culture, and Perspectives: Historical</p> | <p>world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.2.FP.2: Differentiate between financial wants and needs.</p> <p>9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.</p> |
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| <p>Sourcing and Evidence</p> <p>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. •</p> <p>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).</p> | |
| <p>Learning Outcomes</p> | |
| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● What it means to celebrate and why we do it ● Who the Pilgrims were and why they came to America ● Who the Wampanoag were and how they lived ● The history of Thanksgiving ● How and why people celebrate thanksgiving today | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● Who were the Pilgrims and Wampanoag and why were they important? |
| <p>ASSESSMENT</p> | |
| <p>Formative</p> | <p>Summative</p> |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| <p>Benchmark</p> | <p>Alternative</p> |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |

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LEARNING PLAN

Pacing Guide: 2 - 3 Weeks

Recommended Learning Activities

- Celebrate Picture sorting activity by people or event
- Play “This or That” game about the Pilgrims and why they came to America
- Wampanoag Fact/Opinion Anchor Chart Sorting Activity
- Create an Anchor Chart about what we learned from reading The History of Thanksgiving
- Create and Design a Thankful Turkey
- Play Feather Review Game about Thanksgiving
- Create our own book sharing what we know about the history of Thanksgiving
- Design and Decorate our own float for a parade
- Make a bracelet to retell the story of Thanksgiving
- Pretend to be on the Mayflower and write about it
- Venn Diagram to compare the Children Then and Now
- Make our own Butter

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

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Instructional and Supplemental Materials

- Scholastic News
- Little Social Studies Thinkers – Karen Jones – Teacher Pay Teachers (TPT)
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 - Prompts and Picture cards from Little Social Studies Thinkers on TPT
 - Tissue Paper
 - Pencils
 - Crayons
 - Markers
 - Glue
 - Tape
 - Anchor Charts
 - Scissors
 - Blocks
 - Cups
 - Paper
 - Balloons
 - Paper towel/toilet paper rolls
 - Beads
 - Pipe cleaners
 -
- Websites
 - www.discoveryeducation.com
 - https://www.scholastic.com/scholastic_thanksgiving/index.html
 - <https://www.history.com/news/the-first-macys-thanksgiving-day-parade>
 - <https://www.macys.com/social/parade/>
 - <https://jr.brainpop.com/>
 - <https://www.youtube.com/>
 - <https://www.raz-kids.com/>
 - <https://www.getepic.com/>
 - <https://www.timeforkids.com/k1>
 -
- Texts
 - Books by Karen Jones
 - Learn and Celebrate
 - Learning about the Pilgrims
 - Learning About the Wampanoag
 - The History of Thanksgiving
 - The Very First Americans by Cara Ashrose
 - Squanto's Journey: The Story of the First Thanksgiving
 - Giving Thanks: A Native American Good Morning Message by Chief Jake Swamp
 - Thanks for Thanksgiving by Julie Markes

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- Thanksgiving is for Giving Thanks by Margaret Sutherland
- 'Twas the Night Before Thanksgiving – Dav Pilkey
- Thankful – Eileen Spinelli
- Thank you, Sarah – Laurie Halse Anderson
- Balloons over Broadway – Melissa Sweet

Leveled Texts

- Advanced: The Thanksgiving the Jacks Built by Vera Ogden Bakker (Level J)
- Intermediate: On Thanksgiving by Elizabeth Jane Pustilnik – Raz Kids (Level B)
- Beginner: Smells Like Thanksgiving by Sarah Ghusson – Raz Kids (Level A)

Unit 7: America

DESIRED RESULTS

Standards

New Jersey Student Learning Standards
Civics, Government, and Human Rights: Civics and Political Institutions

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 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.
- 6.1.2.CivicsPI.6: Explain what government is and its function.

Civics, Government, and Human Rights: Participation and Deliberation

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

Civics, Government, and Human Rights:

Technology Standards

- (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
- 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.
- (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
- 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- (6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.
- 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
- 8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real

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| <p>Democratic Principles</p> <p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</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.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>Civics, Government, and Human Rights: Processes and Rules</p> <p>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.</p> <p>6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</p> <p>History, Culture, and Perspectives: Continuity and Change</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>History, Culture, and Perspectives: Understanding Perspectives</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>world problem.</p> <p>21st Century Life and Career Standards</p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> |
| <p>Learning Outcomes</p> | |
| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Why we have laws ● American Symbols ● Pledge of Allegiance ● What voting is and why it is important ● Important Presidents from the past ● The United States of America | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● What do we know about the United States of America? |

Frelinghuysen Township School District Social Studies Curriculum

| ASSESSMENT | |
|---|---|
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 2 – 3 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Laws Keep People Safe – Sequence Activity - “Idea,” “Write,” “Agree,” “Sign,” or “Law” ● American Symbols Pocket Chart Activity ● The Pledge of Allegiance Mini Book ● Mock Voting Activity ● Facts Webs – Presidents ● Create a Flag | |
| Integrated Accommodations and Modifications | |
| Special Education, ELL and 504 <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping | Gifted and Talented <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies |

Frelinghuysen Township School District Social Studies Curriculum

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| <ul style="list-style-type: none"> ● Games ● Kinesthetic Activity ● Role Play | <ul style="list-style-type: none"> ● Accelerated learning ● Independent study |
| Connections | |
| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology ● Character education ● Career Education | <p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications |
| Instructional and Supplemental Materials | |
| <ul style="list-style-type: none"> ● Scholastic News ● Little Social Studies Thinkers – Karen Jones – Teacher Pay Teachers (TPT) ● Materials <ul style="list-style-type: none"> ○ Workbook from Little Social Studies Thinkers on TPT ○ Prompts and Picture cards from Little Social Studies Thinkers on TPT ○ Tissue Paper ○ Pencils ○ Crayons ○ Markers ○ Glue ○ Tape ○ Anchor Charts ○ Scissors ○ Blocks ○ Cups ○ Paper ○ Construction Paper ○ Q-Tips ● Websites <ul style="list-style-type: none"> ○ www.discoveryeducation.com ○ https://bensguide.gpo.gov/learning-adventures-14more?id=36&age=ben4_8 ○ https://jr.brainpop.com/ ○ https://www.youtube.com/ ○ https://www.raz-kids.com/ ○ https://www.getepic.com/ ○ https://www.timeforkids.com/k1 ○ ● Texts <ul style="list-style-type: none"> ○ Books By Karen Jones <ul style="list-style-type: none"> ■ Laws Keep People Safe | |

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- Symbols of America
- Liberty and Justice for All
- Choosing Our Leaders
- Important Presidents
- Free Choice
- Duck for President by Doreen Cronin

Leveled Texts

- Advanced: Lincoln Loved to Learn by Karen Mockler – Raz Kids (Level I)
- Intermediate: Dr. King’s Memorial by Kira Freed – Raz Kids (Level H)
- Beginner: Laws for Kids by Maribeth Boelts – Raz Kids (Level G)

Frelinghuysen Township School District

Social Studies Curriculum

Grade 1

Unit 1: Civics, Government, and Human Rights

DESIRED RESULTS

Standards

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| <p>New Jersey Student Learning Standards</p> <p>Civics, Government, and Human Rights: Civics and Political Institutions:</p> <p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</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.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPI.6: Explain what government is and its function.</p> <p>Civics, Government, and Human Rights: Participation and Deliberation</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>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p> <p>Civics, Government, and Human Rights: Democratic Principles</p> <p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness,</p> | <p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>21st Century Life and Career Standards CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP5. Consider the environmental, social, and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity</p> |
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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

Civics, Government, and Human Rights: Processes and Rules

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. Processes and rules should be fair, consistent, and respectful of the human rights of all people.

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

Civics, Government, and Human Rights: Civic Mindedness

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.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.

Learning Outcomes

Students will understand....

- Local community and government leaders have roles and responsibilities to provide services for their community members.
- Rules for all to live by are a result of the actions of government, organizations, and individuals.
- The actions of individuals and government affect decisions made for the common

Students will be able to answer....

- What are the roles and responsibilities of community and government leaders?
- Who is responsible for setting up rules?
- How do actions affect decisions made for the common good?
- What is the importance of having all members of a group participate in the decision making process?

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| <p>good.</p> <ul style="list-style-type: none"> ● When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard. ● The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices). ● Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly. ● Processes and rules should be fair, consistent, and respectful of the human rights of all people. ● Certain character traits can help individuals become productive members of their community. | <ul style="list-style-type: none"> ● How do the democratic principles our country was founded on guide the actions of others? ● Why are rules, laws and people who have authority necessary? ● What needs to be kept in mind when developing rules? ● What character traits help individuals become productive members of society? ● How can I be a respectful and responsible citizen? |
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ASSESSMENT

| Formative | Summative |
|---|---|
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |

LEARNING PLAN

Pacing Guide: (9) Weeks

Recommended Learning Activities

- Create/sign classroom rules
- Sort rules and laws in a venn diagram
- Respect and Responsibility turn and talks
- Classify choices as smart or not smart
- Role play “friendship” prompts

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Social Studies Curriculum

- Create a friendship book
- Honest/dishonest sorting activity
- Assemble a “working together” puzzle
- Create a perseverance Anchor Chart
- Good Sport vs. Poor Sport Sort
- Games: Red Light, Green Light, Doggie, Doggie
- Create a “Responsible Citizen” Anchor chart
- Responsible citizen craftivity

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Social Studies tpt resource “Little Social Studies Thinkers”
- Social Studies tpt resource “Little Social Studies Thinkers” Read Alouds
- <https://www.dkfindout.com/>
- <https://financeintheclassroom.org/>
- www.scholastic.sn1
- www.internet4classrooms.com
- www.sciencekids.co.nz/
- <https://kids.nationalgeographic.com/>
- <https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>
- <https://www.nj.gov/education/amistad/resources/literacy.pdf>
- Books about conflict resolution...Stop Picking on me Chester Raccoon, Big Bad Bully
- Books about rules...The Day the Monster Came to School, National Geographic Book: Class Rules

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- Books: Howard B. Wigglebottom Learns About Sportsmanship by Howard Binkow, The Crayon Box that Talked by Shane DeRolf
- Chart paper, markers, glue, construction paper

Leveled Texts

- Advanced: Raz-kids: Community Workers (Level F)
- Intermediate: Raz-kids: Community Helpers (Level D)
- Beginner: Raz kids: I Pick Up (Level B)

Grade 1

Unit 2: Geography, People, and the Environment

DESIRED RESULTS

Standards

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| <p>New Jersey Student Learning Standards</p> <p>Geography, People, and the Environment: Human Population Patterns</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>Geography, People, and the Environment: Spatial Views of the World</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>Geography, People, and the Environment: Human Environment Interaction</p> <p>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or</p> | <p>Technology Standards</p> <p>(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p> |
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| <p>region.</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.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>Geography, People, and the Environment: Global Interconnections</p> <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p> <p>6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</p> <p>6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</p> | |
| Learning Outcomes | |
| <p><i>Students will understand....</i></p> <ul style="list-style-type: none"> ● Physical and human characteristics affect where people live (settle). ● People use goods from local and distant places to meet their daily needs. ● A map is a symbolic representation of selected characteristics of a place. ● Geographic data can be used to identify cultural and environmental characteristics of places. ● Environmental characteristics influence the how and where people live. ● Global interconnections occur between human and physical systems across different regions of the world. ● The definition of geography. ● Tools are needed to help us learn about geography. ● Our world is made up of bodies of land, | <p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> ● What is geography? ● What physical and human characteristics affect where people settle? ● Where do people get goods to meet their daily needs? ● What is a map/map key? ● What is geographic data used to identify? ● How do environmental characteristics influence the how and where people live? ● What are global interconnections? ● What do we know about the geography of our world? |

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| <p>manmade structures, landforms, and bodies of water.</p> <ul style="list-style-type: none"> ● Where our location in the world is | |
| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: (9) Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Match geography terms/tools to their definitions ● Identify and label cardinal directions on a map ● Locate places on a map using a map key ● Use a map to identify manmade structures ● Match physical and human characteristics to places of settlement ● Create/identify landforms ● Sort pictures of bodies of water ● Create an individualized map of a town focusing on specific needs of the people living there ● Sort “goods” to places where they can be found ● Identify and label continents on a map ● Identify and label oceans on a map ● Identify our place in the world and our connection to the global world ● Make a mobile craft starting with our broadest location: Earth | |
| Integrated Accommodations and Modifications | |
| <p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time | <p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology |

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| <ul style="list-style-type: none"> ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play | <ul style="list-style-type: none"> ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study |
| Connections | |
| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology ● Character education ● Career Education | <p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications |
| Instructional and Supplemental Materials | |
| <ul style="list-style-type: none"> ● Materials <ul style="list-style-type: none"> ○ Scholastic News ○ Social Studies hard copy resource (tpt: “Little Social Studies Thinkers”) ○ Social Studies worksheets (tpt) ○ Map of the world/United States ○ globe ○ Construction paper, pencils, scissors, glue sticks, markers, paper plates, string, model magic ● Videos <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=YrT5jcnu8NA ○ https://www.youtube.com/watch?v=BsqKTJtK_vw ○ https://www.youtube.com/watch?v=DSnVCV4uGGQ ○ https://www.youtube.com/watch?v=q-up6zuCQQg ○ https://www.youtube.com/watch?v=rCYErpZ4Ujc ● Websites <ul style="list-style-type: none"> ○ https://www.raz-plus.com/ ○ https://www.google.com/earth/ ○ http://www.geography4kids.com/ ○ https://kids.nationalgeographic.com/ ○ https://www.enchantedlearning.com/geography/ ○ https://www.ducksters.com/geography/ ○ http://www.kathimitchell.com/geog.htm ● Books <ul style="list-style-type: none"> ○ Me on the Map – Joan Sweeney ○ From Here to There – Margery Cuyler ○ The Giving Tree – Shel Silverstein ● There’s a map on my lap! – Dr Seuss ● Read Alouds: tpt “Little Thinkers Social Studies” | |
| Leveled Texts | |
| <ul style="list-style-type: none"> ● Advanced: The Mighty Mississippi –Caryn Swark - Raz kids (Level H and Level K) | |

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- Intermediate: Gordon Finds His Way – Rachael Rice - Raz kids (level G)
- Beginner: Following the Map – Keith and Sarah Kartemartin - Raz kids (Level F)

Grade 1

Unit 3: Economics, Innovation, and Technology

DESIRED RESULTS

Standards

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| <p>New Jersey Student Learning Standards</p> <p>Economics, Innovation, and Technology: Economic Ways of Thinking</p> <ul style="list-style-type: none"> • 6.1.2.EconET.1: Explain the difference between needs and wants. 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. 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.EconET.5: Describe how local and state governments make decisions that affect individuals and the community. <p>Economics, Innovation, and Technology: Exchange and Markets</p> <ul style="list-style-type: none"> 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). <p>Economics, Innovation, and Technology: National Economy</p> <ul style="list-style-type: none"> 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. <p>Economics, Innovation, and Technology: Global</p> | <p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p> |
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Frelinghuysen Township School District

Social Studies Curriculum

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| <p>Economy</p> <ul style="list-style-type: none"> • 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. | |
| Learning Outcomes | |
| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Individuals make decisions based on their needs, wants, and the availability of resources. ● Limited resources influence choices. ● Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). ● Goods and services are produced and exchanged in multiple ways. ● The availability of resources influences current and future economic conditions. ● Governments play an economic role in the lives of individuals and communities. ● There are benefits to trading goods and services with other countries. | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● What is the difference between needs and wants? ● How do needs, wants, and the availability of resources affect decision making? ● How do limited resources will influence choices? ● What is an effective decision making process and how does it affect economic decisions? ● What is the difference between a good and service? ● How are goods and services produced? ● What are natural resources? ● How does the availability of resources influence economic decisions? ● What is the difference between a producer and a consumer? ● How does supply and demand affect what people buy? ● How does government play a role in economic conditions? ● How does money flow in a community's economy? ● What are the benefits of trading with other countries? ● What is income? ● How do jobs and money affect people in a community? ● What is the importance of a variety of jobs in a community? |
| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks |

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| <ul style="list-style-type: none"> ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: (9) Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Match job descriptions to jobs ● Create income anchor chart ● “Shop” on a budget ● Sort wants and needs ● Create a Goods and Services Venn Diagram ● Sort natural resources into need to survive/make lives better ● Match descriptions to producers or consumers ● Supply and demand discussion cards ● Spending /saving sort ● Flow of money simulation activity ● Spend/save craftivity | |
| Integrated Accommodations and Modifications | |
| Special Education, ELL and 504 <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play | Gifted and Talented <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study |
| Connections | |
| Interdisciplinary Connections <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology | 21st Century Skills and Career Education <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking |

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| <ul style="list-style-type: none"> ● Character education ● Career Education | <ul style="list-style-type: none"> ● Communication ● Collaborative learning ● Productivity ● Real-world applications |
| Instructional and Supplemental Materials | |
| <ul style="list-style-type: none"> ● Social Studies tpt hard copy resource: “Little Social Studies thinkers” ● Books: FlickaRickaDicka Go To Market, Betty Bunny Wants Everything, Lemonade for Sale, Market Day, Alexander Who Used to be Rich Last Sunday ● “Little Social Studies thinkers” Read Alouds ● Raz-Kids ● Scholastic News ● Social Studies hard copy resources (tpt) ● Construction paper, pipe cleaners, markers, glue sticks, play money, chart paper ● https://www.dkfindout.com/ ● https://financeintheclassroom.org/ ● www.scholastic.sn1 ● www.internet4classrooms.com ● www.sciencekids.co.nz/ ● https://kids.nationalgeographic.com/ | |
| Leveled Texts | |
| <ul style="list-style-type: none"> ● Advanced: Raz-kids: Needs and Wants (Level F) ● Intermediate: Raz-kids: What is My Job? (Level C) ● Beginner: Raz-kids: I Save Money (Level A) | |

Grade 1

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| Unit 4: History, Culture, and Perspectives | |
| DESIRED RESULTS | |
| Standards | |
| <p>New Jersey Student Learning Standards</p> <p>History, Culture, and Perspectives: Continuity and Change</p> <p>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> | <p>Technology Standards (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and</p> |

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| <p>History, Culture, and Perspectives: Understanding Perspectives</p> <p>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.</p> <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> <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>History, Culture, and Perspectives: Historical Sourcing and Evidence</p> <ul style="list-style-type: none"> • 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. <p>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).</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>History, Culture, and Perspectives: Claims and Argumentation</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>with reason</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p> |
| Learning Outcomes | |
| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Historical timelines put events in chronological order to help people understand the past. ● Understanding the past helps to make sense of the present. ● Two or more individuals can have a different understanding of the same event. ● Respecting and understanding the views of others helps one learn about various | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● What are historical timelines, and how do they help people? ● What is the importance of understanding the past? ● How can people have a different understanding of the same event? ● What is the importance of understanding the views of others? ● What sources can be used to gain knowledge of history? |

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| <p>perspectives, thoughts, and cultures.</p> <ul style="list-style-type: none"> ● The nature of history involves stories of the past preserved in a variety of sources. ● Historians analyze accounts of history through a variety of sources, including differing accounts of the same event. ● Historians create arguments outlining ideas or explanations based on evidence. | <ul style="list-style-type: none"> ● What is the role of a historian? ● How do families grow and change over time? |
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ASSESSMENT

| Formative | Summative |
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| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |

LEARNING PLAN

Pacing Guide: (9) Weeks

Recommended Learning Activities

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| <ul style="list-style-type: none"> ● Class Time Line Activity ● Unpacking Life Long Ago Activity ● Long Ago and Today Notebook Activity ● Play game from the past: Button, Button ● Past and Present Schools Venn Diagram ● Sort Families Log Ago and Today ● Discussion Cards to create a Diversity Anchor Chart ● Create a family booklet ● Create an anchor chart on respect for all cultures ● Create a family or personal tradition quilt ● Create a personal time line |
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Integrated Accommodations and Modifications

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| <p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models | <p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) |
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- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Materials
 - Scholastic News
 - Social Studies tpt hard copy resource “Little Social Studies Thinkers”
 - Social Studies tpt read alouds “Little Social Studies Thinkers”
 - Chart paper
 - Worksheets (tpt)
 - Construction paper, pencils, scissors, glue sticks, markers, yarn, post its, paper bags, button
- Videos
 - <https://www.youtube.com/watch?v=LZFF8EuaGjM>
 - <https://www.youtube.com/watch?v=vO6N0ha22Mk>
 - <https://www.youtube.com/watch?v=78haKZhEqcg>
 - <https://www.youtube.com/watch?v=hTxKv5n5M2Y>
 - https://www.youtube.com/watch?v=F9YqCP_B7EU
- Websites
 - <https://www.raz-plus.com/>
 - <https://www.enchantedlearning.com/socialstudies/>
 - <https://www.google.com/earth/>
 - https://www.youtube.com/channel/UCXVCgDuD_QCkI7gTKU7-tpg
- Books:
 - The Water Princess – Susan Verde
 - I’m New Here – Anne Sibley O’Brien
 - That is My Dream! – Langston Hughes
 - Monsoon – Uma Krishnaswami
 - A Morning with Grandpa – Sylvia Liu
 - The Name Jar – Yangsook Choi

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○ Chrysanthemum – Kevin Henkes

Leveled Texts

- Advanced: Welcome, Carlos! - Maribeth Boelts - Raz kids (Level J)
- Intermediate: Anna and the Dancing Goose –Maribeth Boelts - Raz Kids (Level H)
- Beginner: Hobbies – Rus Buyok- Raz kids (Level D)

Grade 1

Unit 5: Pilgrims & Wampanoag

DESIRED RESULTS

Standards

**New Jersey Student Learning Standards
Civics, Government, and Human Rights:
Democratic Principles**

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.

Civics, Government, and Human Rights: Civic Mindedness

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.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.

Civics, Government, and Human Rights: Human Population Patterns

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).

Geography, People, and the Environment: Human Environment Interaction

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

Geography, People, and the Environment: Global

Technology Standards

(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.
(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.
8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Life and Career Standards

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
9.1.2.FP.2: Differentiate between financial wants and needs.
9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

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| <p>Interconnections</p> <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. •</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions</p> <p>Economics, Innovation, and Technology:</p> <p>Exchange and Markets</p> <p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</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>History, Culture, and Perspectives: Continuity and Change</p> <p>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</p> <p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>History, Culture, and Perspectives: Understanding Perspectives</p> <p>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.</p> <p>History, Culture, and Perspectives: Historical Sourcing and Evidence</p> <p>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. •</p> <p>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).</p> | |
| <p>Learning Outcomes</p> | |
| <p><i>Students will understand....</i></p> <ul style="list-style-type: none"> ● What it means to celebrate and why we do it ● Who the Pilgrims were and why they came to America ● Who the Wampanoag were and how they lived ● The history of Thanksgiving | <p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> ● Who were the Pilgrims and Wampanoag and why were they important? |

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| <ul style="list-style-type: none"> ● How and why people celebrate thanksgiving today | |
| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 2 - 3 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Celebrate Picture sorting activity by people or event ● Play “This or That” game about the Pilgrims and why they came to America ● Wampanoag Fact/Opinion Anchor Chart Sorting Activity ● Create an Anchor Chart about what we learned from reading The History of Thanksgiving ● Create and Design a Thankful Turkey ● Play Feather Review Game about Thanksgiving ● Create our own book sharing what we know about the history of Thanksgiving ● Design and Decorate our own float for a parade ● Make a bracelet to retell the story of Thanksgiving ● Pretend to be on the Mayflower and write about it ● Venn Diagram to compare the Children Then and Now ● Make our own Butter | |
| Integrated Accommodations and Modifications | |
| Special Education, ELL and 504 <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments | Gifted and Talented <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities |

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| <ul style="list-style-type: none"> ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play | <ul style="list-style-type: none"> ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study |
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Connections

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| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology ● Character education ● Career Education | <p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications |
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Instructional and Supplemental Materials

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| <ul style="list-style-type: none"> ● Scholastic News ● Little Social Studies Thinkers – Karen Jones – Teacher Pay Teachers (TPT) ● Materials <ul style="list-style-type: none"> ○ Workbook from Little Social Studies Thinkers on TPT ○ Prompts and Picture cards from Little Social Studies Thinkers on TPT ○ Tissue Paper ○ Pencils ○ Crayons ○ Markers ○ Glue ○ Tape ○ Anchor Charts ○ Scissors ○ Blocks ○ Cups ○ Paper ○ Balloons ○ Paper towel/toilet paper rolls ○ Beads ○ Pipe cleaners ○ ● Websites <ul style="list-style-type: none"> ○ www.discoveryeducation.com ○ https://www.scholastic.com/scholastic_thanksgiving/index.html ○ https://www.history.com/news/the-first-macys-thanksgiving-day-parade ○ https://www.macys.com/social/parade/ ○ https://jr.brainpop.com/ ○ https://www.youtube.com/ ○ https://www.raz-kids.com/ ○ https://www.getepic.com/ ○ https://www.timeforkids.com/k1 |
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- Texts
 - Books by Karen Jones
 - Learn and Celebrate
 - Learning about the Pilgrims
 - Learning About the Wampanoag
 - The History of Thanksgiving
 - The Very First Americans by Cara Ashrose
 - Squanto’s Journey: The Story of the First Thanksgiving
 - Giving Thanks: A Native American Good Morning Message by Chief Jake Swamp
 - Thanks for Thanksgiving by Julie Markes
 - Thanksgiving is for Giving Thanks by Margaret Sutherland
 - ‘Twas the Night Before Thanksgiving – Dav Pilkey
 - Thankful – Eileen Spinelli
 - Thank you, Sarah – Laurie Halse Anderson
 - Balloons over Broadway – Melissa Sweet

Leveled Texts

- Advanced: The Thanksgiving the Jacks Built by Vera Ogden Bakker (Level J)
- Intermediate: On Thanksgiving by Elizabeth Jane Pustilnik – Raz Kids (Level B)
- Beginner: Smells Like Thanksgiving by Sarah Ghussou – Raz Kids (Level A)

Grade 1

Unit 6: America

DESIRED RESULTS

Standards

New Jersey Student Learning Standards
Civics, Government, and Human Rights: Civics and Political Institutions

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 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.
- 6.1.2.CivicsPI.6: Explain what government is and its function.

Technology Standards

- (K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
- 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.
- (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
- 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- (6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.
- 8.1.P.C.1-Collaborate with peers by participating in

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| <p>Civics, Government, and Human Rights: Participation and Deliberation 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>Civics, Government, and Human Rights: Democratic Principles 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.</p> <p>Civics, Government, and Human Rights: Processes and Rules 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 fair, consistent, and respectful of individual rights.</p> <p>History, Culture, and Perspectives: Continuity and Change 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>History, Culture, and Perspectives: Understanding Perspectives 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> | <p>interactive digital games or activities. 8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>21st Century Life and Career Standards 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> |
| <p>Learning Outcomes</p> | |
| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Why we have laws ● American Symbols ● Pledge of Allegiance ● What voting is and why it is important ● Important Presidents from the past ● The United States of America | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● What do we know about the United States of America? |

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| ASSESSMENT | |
|---|--|
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 2 – 3 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Laws Keep People Safe – Sequence Activity - “Idea,” “Write,” “Agree,” “Sign,” or “Law” ● American Symbols Pocket Chart Activity ● The Pledge of Allegiance Mini Book ● Mock Voting Activity ● Facts Webs – Presidents ● Create a Flag | |
| Integrated Accommodations and Modifications | |
| Special Education, ELL and 504 <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play | Gifted and Talented <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study |
| Connections | |
| Interdisciplinary Connections | 21 st Century Skills and Career Education |

Frelinghuysen Township School District

Social Studies Curriculum

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Scholastic News
- Little Social Studies Thinkers – Karen Jones – Teacher Pay Teachers (TPT)
- Materials
 - Workbook from Little Social Studies Thinkers on TPT
 - Prompts and Picture cards from Little Social Studies Thinkers on TPT
 - Tissue Paper
 - Pencils
 - Crayons
 - Markers
 - Glue
 - Tape
 - Anchor Charts
 - Scissors
 - Blocks
 - Cups
 - Paper
 - Construction Paper
 - Q-Tips
- Websites
 - www.discoveryeducation.com
 - https://bensguide.gpo.gov/learning-adventures-14more?id=36&age=ben4_8
 - <https://jr.brainpop.com/>
 - <https://www.youtube.com/>
 - <https://www.raz-kids.com/>
 - <https://www.getepic.com/>
 - <https://www.timeforkids.com/k1>
 -
- Texts
 - Books By Karen Jones
 - Laws Keep People Safe
 - Symbols of America
 - Liberty and Justice for All
 - Choosing Our Leaders
 - Important Presidents
 - Free Choice
 - Duck for President by Doreen Cronin

Leveled Texts

- Advanced: Lincoln Loved to Learn by Karen Mockler – Raz Kids (Level I)
- Intermediate: Dr. King’s Memorial by Kira Freed – Raz Kids (Level H)
- Beginner: Laws for Kids by Maribeth Boelts – Raz Kids (Level G)

Frelinghuysen Township School District Social Studies Curriculum

Grade 2

Unit 1: Civics, Government and Human Rights

DESIRED RESULTS

Standards

New Jersey Student Learning 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.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

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

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.

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

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.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.

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Technology Standards

(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Life and Career Standards

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP4. Communicate clearly and effectively and with reason

CRP5. Consider the environmental, social, and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity

Learning Outcomes

Students will understand...

- Local community and government leaders

Students will be able to answer...

- Why is there a need for rules to live by?

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| <p>have roles and responsibilities to provide services for their community members.</p> <ul style="list-style-type: none"> ● Rules for all to live by are a result of the actions of government, organizations, and individuals. ● The actions of individuals and government affect decisions made for the common good. ● When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard. ● The democratic principles this country was founded upon guide the actions of local, state and national government. ● Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly. ● Processes and rules should be fair, consistent, and respectful of the human rights of all people. ● Certain character traits can help individuals become productive members of their community. | <ul style="list-style-type: none"> ● Who is responsible for making the rules to live by? ● How do the actions of individuals and the government affect the common good? ● Why is it important that everyone's voice be heard when making decisions in government? ● Why are rules necessary in keeping people safe, resolving conflict and treating people fairly? ● Why is it important that rules be fair, consistent and respectful of human rights for all people? ● What character traits can help individuals become productive members of their community? |
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ASSESSMENT

| Formative | Summative |
|---|---|
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |

LEARNING PLAN

Pacing Guide: 9 Weeks

Recommended Learning Activities

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- Complete reflection logs with vocabulary entries
- List ways to be a good citizen
- Create community web (Who/What makes up a community?)
- Create rules for classroom with focus on individual rights
- Compare and contrast fair/unfair rules using role play
- Compare and contrast school rules to community laws
- Research who are local leaders are and their role in our community
- Research national leaders and their role in our government
- Brainstorm character traits of good citizens and leaders
- Role play conflict and develop steps to resolve
- Compare and contrast patriotic symbols
- Develop a Bill of Rights for the classroom
- Create a Bill of Rights flip book
- Brainstorm a local school issue and ways to improve and make changes
- Create posters bringing awareness to a local school issue
- Research and present different roles in government and their responsibilities
- Role play the steps in writing a law
- Write a fictional story about a community leader and their characteristics

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Books about rules...What If Everybody Did That?, Miss Nelson is Missing
- What is a Community? From A to Z
- Scholastic News
- Social Studies hard copy resource (TPT)
- <https://www.dkfindout.com/>
- www.scholastic.sn2

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- www.internet4classrooms.com
- www.sciencekids.co.nz/
- <https://kids.nationalgeographic.com/>
- www.ducksters.com
- <https://kahoot.com/>
- <https://www.icivics.org/>
- <https://www.loc.gov/> Library of Congress
- <https://www.archives.gov/education> National Archives
- <https://sheg.stanford.edu/history-lessons> Stanford History Education Group
- <https://classroomlaw.org/>
- <https://smithsonianeducation.org>
- <https://constitutioncenter.org/>
- <https://www.hippocampus.org>
- <https://www.discoveryeducation.com/community/virtual-field-trips/>
- Ed Tech Teacher list of best history websites <http://besthistorysites.net/>
- <https://www.zinnedproject.org/>
- <http://www.digitalhistory.uh.edu/>
- <https://mrnussbaum.com/history>
- Youtube Kid President
- Youtube Citizenship in the Community
- <https://www.youtube.com/watch?v=FFroMQIKiag>
- Schoolhouse Rock
- Books about conflict resolution...My Mouth Is a Volcano, The Recess Queen, The Bad Seed
- Studies Weekly

Leveled Texts

- Advanced: The Creature Constitution (Level P)
- Intermediate: The Creature Constitution (Level M)
- Beginner: The Creature Constitution (Level J)

Grade 2

Unit 2: Geography, People and the Environment

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

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).

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

Technology Standards

(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

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| <p>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.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</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.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. •</p> <p>6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</p> <p>6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</p> | <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p> |
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Learning Outcomes

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| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Physical and human characteristics affect where people live. ● A map is a symbolic representation of selected characteristics of a place. ● Geographic data can be used to identify cultural and environmental characteristics of places. ● Environmental characteristics influence the how and where people live. ● Global interconnections occur between human and physical systems across different regions of the world. | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● What are landforms? ● What are the seven continents? ● What are the continents of the world? ● What are the oceans of the world? ● How has the advancement of transportation and communication helped the movement of people and good around the world? ● What are the characteristics of my state? ● What features are essential to put on a map? ● What is longitude? |
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| | <ul style="list-style-type: none"> ● What is latitude? ● What is the equator? ● What are cardinal directions ● How do landforms, climate, weather and resources affect the places that people live? ● How can I find landmarks on a map? ● How does the physical environment affect the economy of a place? ● Why and how do people, goods and ideas move from place to place? |
| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 9 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Continent game – Describes a continent ● Know, Wonder, Question chart – continent, equator, longitude, latitude ● Define and write about continent, equator, longitude, latitude ● Cardinal Directions Game ● Transportation Situation Cards ● Continents – which is the home of the United States? What makes this continent unique? ● Oceans – What oceans border the United States? What makes these oceans unique? ● Longitude, Latitude, Equator – definitions and labeling ● Using knowledge of geography and direction to answer questions ● Illustrate and write about how transportation and communication impact the movement of people and goods ● Know, Wonder, Question chart – coast, border, capital, community | |

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- Define and write about coast, border, capital, community
- Identify my state on the United States Map
- Guess my state game – using cardinal directions and landforms
- Write about what you know about your state
- Illustrate and write about one physical feature of the United States
- Write about why map keys are important and what information can be found on a map key
- Explore and make a list of ten important locations in your community
- Explore the paths the pilgrims took to arrive in America
- Research landforms using Google Earth
- Research the impact of climate changes in different regions of the world
- Create an environmental awareness poster defining an environmental issue and possible solution

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

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Social Studies Curriculum

- Scholastic News
 - Social Studies hard copy resources (TPT)
 - Raz kids
 - www.handsonhistory.com
 - <https://www.ducksters.com/>
 - <https://kahoot.com/>
 - <https://www.icivics.org/>
 - <https://www.loc.gov/> Library of Congress
 - <https://www.archives.gov/education> National Archives
 - <https://sheg.stanford.edu/history-lessons> Stanford History Education Group
 - <https://classroomlaw.org/>
 - <https://smithsonianeducation.org>
 - <https://constitutioncenter.org/>
 - <https://www.hippocampus.org>
 - <https://www.discoveryeducation.com/community/virtual-field-trips/>
 - Ed Tech Teacher list of best history websites <http://besthistorysites.net/>
 - <https://www.zinnedproject.org/>
 - <http://www.digitalhistory.uh.edu/>
 - <https://mrnussbaum.com/history>
 - <https://www.youtube.com/watch?v=YrT5jcnu8NA>
 - <https://www.youtube.com/watch?v=urr53arh>
 - <https://www.youtube.com/watch?v=bAjOUOCit1U>
 - https://www.youtube.com/watch?v=_pOKolAnybg
 - <https://www.youtube.com/watch?v=q-up6zuCQOg>
 - <https://www.youtube.com/watch?v=E2CNZlIVlg>
 - <https://www.raz-plus.com/>
 - http://www.zoodles.com/free-online-kids-games/second-2nd-grade_geography/
 - <http://www.jumpstart.com/parents/games/geography-games>
 - <https://www.google.com/maps>
 - <http://www.mathgametime.com/subject/geography>
 - <https://mrnussbaum.com/usa/united-states-landforms>
 - <http://historicalmaps.arcgis.com/usgs/>
 - National Geographic Kids World Atlas
 - Where on Earth? Atlas: The World as you've never seen it before – DK
 - Where Do I Live - Neil Chesnow
 - Me on the map – Joan Sweeney

● Leveled Texts

- Advanced: Incredible Places to Stay – Michael Bagnulo - Raz Kids (Level P)
- Intermediate: United Arab Emirates – Jill Sherman – Raz Kids (Level L)
- Beginner: The Mighty Mississippi – Caryn Swark – Raz Kids (Level K)

Grade 2

Unit 3: Economics, Innovation and Technology

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

Technology Standards

Frelinghuysen Township School District

Social Studies Curriculum

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| <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</p> <p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</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.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</p> <p>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</p> <p>6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</p> <p>6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</p> | <p>(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>(3-5) 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.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p> |
| Learning Outcomes | |
| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Individuals make decisions based on their needs, wants and the availability of resources. ● Limited resources influence choices ● Economic decisions made by individuals | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● What is the difference between a want and a need? ● How does supply and demand influence price and output of products? ● How do people use their income? |

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| <p>and governments should be informed by an effective decision-making process.</p> <ul style="list-style-type: none"> ● Goods and services are produced and exchanged in multiple ways. ● The availability of resources influences current and future economic conditions. ● Governments play an economic role in the lives of individuals and communities. | <ul style="list-style-type: none"> ● How do decisions made about savings, debt, and investment impact an individual's life? ● What are goods and services? ● What are some ways people in the present and people in the past exchange goods and services? ● What are examples of human capital, physical capital and natural resources that contribute to favorable economic decisions? ● What are examples of goods and services that the government provides? ● What are products produced in the US and what are products that come from other countries? ● Why do we trade goods with other countries? |
| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 9 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Complete reflection logs with vocabulary entries ● Play Economic Chance ● Create a T chart sorting goods and services ● Role play roles of producer and consumer ● Read "Scarcity" (Imagine It reading) | |

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- Budget activity: Mother’s Day Tea (portraits of moms will be created by purchases made from a budgeted amount)
- Research local businesses and the services or goods they provide
- Research an inventor and create a biography poster about him/her and their invention
- Create a business project
- Create business advertisement postcard
- Research goods that come from another country or region
- Research local goods in our area

Integrated Accommodations and Modifications

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| <p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play | <p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study |
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Connections

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| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology ● Character education ● Career Education | <p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications |
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Instructional and Supplemental Materials

- Scholastic News
- Social Studies hard copy resource (tpt)
- <https://www.dkfindout.com/>
- www.scholastic.sn2
- www.internet4classrooms.com
- www.sciencekids.co.nz/
- <https://kids.nationalgeographic.com/>
- www.ducksters.com
- <https://kahoot.com/>
- <https://www.icivics.org/>
- <https://www.loc.gov/> Library of Congress
- <https://www.archives.gov/education> National Archives
- <https://sheg.stanford.edu/history-lessons> Stanford History Education Group
- <https://classroomlaw.org/>
- <https://smithsonianeducation.org>
- <https://constitutioncenter.org/>

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- <https://www.hippocampus.org>
- <https://www.discoveryeducation.com/community/virtual-field-trips/>
- Ed Tech Teacher list of best history websites <http://besthistorysites.net/>
- <https://www.zinnedproject.org/>
- <http://www.digitalhistory.uh.edu/>
- <https://mrnussbaum.com/history>
- <https://www.dkfindout.com/>
- <https://financeintheclassroom.org/>
- www.scholastic.sn2
- www.internet4classrooms.com
- www.sciencekids.co.nz/
- <https://kids.nationalgeographic.com/>
- Books: Community Helpers from A to Z- Bobbie Kalman, When I Grow Up- Al Yankovic, Alexander, Who Used to Be Rich Last Sunday- Judith Viorst, The Trouble with Money- Stan and Jan Berenstain, Mama and Papa Have a Store- Amelia Carling, Sam and the Lucky Money- Karen Chinn, The Bag I'm Taking to Grandmas- Shirley Neitzel
- Discovery Channel- Technology at Work, Inventors and Inventions

Leveled Texts

- Advanced: Raz-kids: We're in Business (Level R)
- Intermediate: Raz-kids: Brad Needs a Budget (Level M)
- Beginner: Raz-kids: Jobs for James (Level F)

Grade 2

Unit 4: History, Culture and Perspectives

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

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

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.

6.1.2.HistoryUP.3: Use examples from the past and present to describe how

Technology Standards

(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.P.C.1-Collaborate with peers by participating in

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| <p>stereotyping and prejudice can lead to conflict</p> <p>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.</p> <p>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).</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>interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p> |
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Learning Outcomes

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| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Historical timelines put events in chronological order to help people understand the past. ● Understanding the past helps to make sense of the present. ● Two or more individuals can have a different understanding of the same event. ● Respecting and understanding the views of others help one learn about various perspectives, thoughts and cultures. ● The nature of history involves stories of the past preserved in a variety of sources. ● Historians analyze accounts of history through a variety of sources, including differing accounts of the same event. ● Historians create arguments outlining ideas or explanations based on evidence. | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● How and why a community changes over time based on a sequence of events. ● How do past events, individuals and innovations affect our current lives? ● Why are there different accounts of the same events in history? ● What is culture? ● How are some cultures similar and different? ● How can an individual's beliefs, values and traditions represent more than one culture? ● How can stereotyping and prejudice lead to conflict in the past and the present? ● What are some regional folk heroes, songs and stories and how have they contributed to a culture's history? ● How do communities change over time? |
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ASSESSMENT

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| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments |

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| <ul style="list-style-type: none"> ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |

LEARNING PLAN

Pacing Guide: 9 Weeks

Recommended Learning Activities

- Know, Wonder, Question Chart – culture, tradition, folktale, generation
- Define and Write about – culture. Tradition, folktale, generation, custom
- Explore African American folktale
- Illustrate and write to retell the African folktale
- Explore Native American Folktale
- Illustrate and write to retell Native American Folktale
- Participate in a Culture Card Activity
- List and describe four traditions from different cultures
- List and describe four foods from different cultures
- Participate in the Home Around the World Activity – how are homes similar and different in cultures
- Research statues around the world and then match it to the card.
- Explore other games and compare them to your own- Sudoku
- Research other cultures clothing and write about what culture’s clothing you liked best and why
- Research about cultural houses and illustrate and write about the one you liked the best
- Research cultural games and then illustrate and write about your favorite one
- Write about your own culture
- Illustrate and write about what you learned about culture
- Research a regional folktale
- Compare and contrast historical events using primary sources that represent multiple perspectives
- Complete a research project on a local community
- Make a timeline on how a community has changed over time
- Complete a research project on an important person and give a presentation.
- Compare and contrast an event from the time period to a modern event.
- Write an article about an event from this time period.
- Prepare a Google Slide presentation about a historical event or person from the time period.
- Prepare a scavenger hunt related to a historical event in the time period.
- Create a flip book about a specific historical event or person from the time period.

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- Research a place from the time period and use Google Earth to compare it to the present day.
- Prepare a STEAM project designing a historical structure from the time period.
- Prepare a skit based on a regional folk tale
- Display a word wall related to people, places and events of the time period.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Scholastic News Articles
- Social Studies hard copy resource (tpt)
- www.handsonhistory.com
- <https://www.ducksters.com/>
- <https://kahoot.com/>
- <https://www.icivics.org/>
- <https://www.loc.gov/> Library of Congress
- <https://www.archives.gov/education> National Archives
- <https://sheg.stanford.edu/history-lessons> Stanford History Education Group
- <https://classroomlaw.org/>
- <https://smithsonianeducation.org>
- <https://constitutioncenter.org/>
- <https://www.hippocampus.org/>
- <https://www.discoveryeducation.com/community/virtual-field-trips/>
- Ed Tech Teacher list of best history websites <http://besthistorysites.net/>
- <https://www.zinnedproject.org/>
- <http://www.digitalhistory.uh.edu/>
- <https://mnrussbaum.com/history>

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- <https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>
- <https://www.nj.gov/education/amistad/resources/literacy.pdf>
- <https://www.youtube.com/watch?v=BE11J3gm4Jo>
- https://www.youtube.com/watch?v=_y9-ymLpO58
- <https://www.raz-plus.com/>
- <https://www.education.com/activity/world-cultures/>
- <https://nativeamericans.mrdonn.org/stories/>
- https://www.worldoftales.com/Native_American_folktales.html
- The Talking Eggs – Jerry Pinkney
- The Girl who Loved Wild Horses – Paul Goble
- Mufaro’s Beautiful Daughters: An African Tale – John Steptoe
- Anansi the Spider – Gerald McDermott
- A Story, A Story – Gale E Hayley
- Why the Sky is Far Away: A Nigerian Folktale – Mary-Joan Gerson
- Finding the Green Stone - Alice Walker
- The Talking Eggs: a folktale from the American South = Robert D San Souci
- Mirandy and Brother Wind – William Holden
- How the Stars Fell into the sky – A Navajo Legend
- Rabbit’s Snow Dance(Iroquois)
- How Chipmunk Got His Stripes (Eastern)
- Big Turtle (Huron)
- The Polar Bear Son (Inuit)

Leveled Texts

- Advanced: Friends Around the World – Bea Silverberg- Raz Kids (Level N)
- Intermediate: Friends Around the World – Bea Silverberg- Raz Kids (Level K)
- Beginner: Friends Around the World – Bea Silverberg- Raz Kids (Level H)

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Grade 3

Unit 1: Civics, Government, and Human Rights

DESIRED RESULTS

Standards

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| <p>New Jersey Student Learning Standards (By the End of Grade 5)</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> <p>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p>6.1.5.CivicsPI.3: 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>6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</p> <p>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</p> <p>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</p> <p>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.</p> <p>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>6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures</p> | <p>Technology Standards (3-5) 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.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>21st Century Life and Career Standards</p> <p>9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."</p> <p>9.1.5.EG.2: Describe how tax monies are spent</p> <p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</p> <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</p> |
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collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.

6.1.5.Civic.DP.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).

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.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

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.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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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.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.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

Learning Outcomes

Students will understand...

- People develop government systems to manage conflict and create order.
- Democratic societies must balance the rights and responsibilities of individuals with the common good of all citizens.
- To identify the three branches of government, their jobs, and how they work together to check and balance each other.
- The government functions on the local, state, and federal level.
- The services our local, state, and federal government provide.
- Ways that citizens can participate in government (voting, petitions, poll worker)
- Ways that citizens can improve communities through working together/volunteerism
- Significance of famous monuments or buildings in Washington, D.C.
- How our forefathers chose the placement of our nation's capital city.
- How George Washington, Thomas

Students will be able to answer...

- How do the three branches of government work?
- How are governments created, structured, maintained and changed?
- What are ways that citizens can work together to make a better community, including volunteerism?
- What are some ways that citizens can participate in government?
- What are the roles of the local government? State? Federal?
- What services are provided by the local government? State? Federal?
- What happens in the absence of a government?
- Why do we have rules and laws, and what would happen if we didn't?
- What are the roles and responsibilities of elected representatives, citizens and governments in a democratic society?
- What effect does a democratic government have on society?
- How did Washington, D.C. become our nation's capital city?

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| <p>Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> | <ul style="list-style-type: none"> ● What famous monuments and buildings would I visit if I went on a trip to our nation's capital? ● What roles did George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have on our state and national governments? |
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ASSESSMENT

| Formative | Summative |
|---|---|
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

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| <ul style="list-style-type: none"> ● Identify and describe the names, jobs, and people who work in the three branches of the United States government. ● Read and discuss, <i>Shhh, We're Writing the Constitution</i>, by Jean Fritz. ● Create a bulletin board depicting the U.S. Government and its three branches, as well as their jobs. ● Construct a personal "tree" that shares the three branches of the U.S. Government, as well as the jobs under each branch. ● Complete a chart identifying the important information about each branch of the U.S. government. ● Hold a debate in which a third of the class works for the Executive Branch, a third works for the Legislative Branch, and the rest work for the Judicial Branch of government. Show how fairness and equality take place based on the three branches working together. ● Describe the United States' type of government, based on the Constitution, democracy. ● Create a Flip Book to identify the different levels of government, i.e. local, state, national. ● Choose a President, locate 5 interesting facts/accomplishments regarding him, and share it orally. |
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- Read a timeline sharing White House history of United States Presidents.
- Choose two Presidents that you admire most, and compare them by completing a Venn diagram.
- Play Jeopardy-like game in order to review Washington, D.C. material.
- Read and discuss *George Washington's Breakfast*, by Jean Fritz.
- Write a tour in which I might visit three separate famous monuments or buildings in Washington, D.C.
- Explain why our country's capital city was named after George Washington.
- Utilize online pictures of various buildings and monuments in Washington, D.C. in order to identify them.
- Choose three monuments/memorials located in Washington, D.C., and write a sample tour, explaining who/what each place is honoring.
- Explain the difference between capital city and Capitol building, describing what jobs are fulfilled within our nation's Capitol building.
- Study and use a grid map of Washington, D.C., in order to practice getting around our nation's capital.
- Research how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- <https://www.icivics.org/games>
- <https://bensguide.gpo.gov/games>
- http://www.sheppardsoftware.com/usa_game/government/index.htm
- Schoolhouse Rock Video Three Branches of Government <https://www.youtube.com/watch?v=-EISWIY9bG8>

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- Video about The White House <https://www.youtube.com/watch?v=WnBcUJ7duDY&t=421s>
- Video about Three Branches of Government <https://www.youtube.com/watch?v=OvwIRTYvU8o>
- Video about The Constitution <https://www.youtube.com/watch?v=jsTB7gSfDPI>
- Video about Why We Have Laws <https://www.youtube.com/watch?v=rhWVQQQ5hVU>
- Video about Washington DC Travel Guide <https://www.youtube.com/watch?v=7diTLvBHxc>
- Virtual Field Trip: <https://virtualfieldtrips.org/grade-3-how-government-helps-our-communities/>
- Read Aloud - Volunteering <https://www.youtube.com/watch?v=TSz1faLnAsU>
- Video - How to Give Back to our Communities <https://www.youtube.com/watch?v=O3Nn3Pxqk1c>
- Video - Duties and Responsibilities of a Citizen: <https://www.youtube.com/watch?v=a2-QL59pVRo>
- Video - Local Government for Kids: <https://www.youtube.com/watch?v=gs6lqZEe4Rk>
- Video - Purpose of Government for Kids <https://www.youtube.com/watch?v=BEb5LHhrqRQ>
- Video - Local and State Governments https://www.youtube.com/watch?v=eR0kdgWcU_A
- 3 Branches of Government for Kids Resources <https://government.mrdonn.org/3branches.html#:~:text=The%20government%20of%20the%20United,legislative%20branch%20makes%20new%20laws.>

Leveled Texts

Advanced:

- The Executive Branch Multilevel Book, Nonfiction Series, Informational (nonfiction), 2053 words, Level Z1 (Grade 5+), Lexile 1090L
- The U.S. Government At Work Multilevel Book, Nonfiction Series, Informational (nonfiction), 1539 words, Level Z1 (Grade 5+), Lexile 1020L
- The Judicial Branch Multilevel Book, Nonfiction Series, Informational (nonfiction), 1968 words, Level Z1 (Grade 5+), Lexile 1050L
- The Legislative Branch Multilevel Book, Nonfiction Series, Informational (nonfiction), 1978 words, Level Z1 (Grade 5+), Lexile 1040L

Intermediate:

- The Executive Branch Multilevel Book, Nonfiction Series, Informational (nonfiction), 1279 words, Level U (Grade 4), Lexile 940L
- The U.S. Government At Work Multilevel Book, Nonfiction Series, Informational (nonfiction), 1159 words, Level V (Grade 4), Lexile 850L
- The Judicial Branch Multilevel Book, Nonfiction Series, Informational (nonfiction), 1326 words, Level V (Grade 4), Lexile 940L
- The Legislative Branch Multilevel Book, Nonfiction Series, Informational (nonfiction), 1492 words, Level W (Grade 4), Lexile 930L

Beginner:

- The Executive Branch Multilevel Book, Nonfiction Series, Informational (nonfiction), 566 words, Level N (Grade 2), Lexile 740L
- The U.S. Government At Work Multilevel Book, Nonfiction Series, Informational (nonfiction), 467 words, Level N (Grade 2), Lexile 690L
- The Judicial Branch Multilevel Book, Nonfiction Series, Informational (nonfiction), 496 words, Level N (Grade 2), Lexile 800L

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- The Legislative Branch Multilevel Book, Nonfiction Series, Informational (nonfiction), 702 words, Level O (Grade 2), Lexile 760L

Grade 3

Unit 2: Geography, People, and the Environment

DESIRED RESULTS

Standards

New Jersey Student Learning Standards
(By the End of Grade 5)

- 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.
- 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.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 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.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 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.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.3: Demonstrate how to use digital

Technology Standards

- (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
- 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career Standards

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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| <p>geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>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).</p> <p>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.</p> <p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p> <p>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).</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>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.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>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.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> | |
| Learning Outcomes | |
| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Map skills are necessary tools for understanding and navigating through the world around you. ● The geography of where we live influences how we live and work. | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● How can maps be used to learn about different communities? ● How do various map features influence understanding of a region? ● How do geography skills help us learn |

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| <ul style="list-style-type: none"> ● Knowledge of geography and application of geography skills enables students to understand relationships between people, their behavior, places and the environment, for problem solving and historical understanding. ● The United States are divided into: regions, national boundaries, natural boundaries, 50 states. ● Ways that regions of the United States are the same and different. ● How to identify the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. ● How to 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). ● How to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. | <p>more about the world and its people?</p> <ul style="list-style-type: none"> ● How is the United States divided geographically? ● How are the regions of the United States the same and how are they different? ● How can we define urban, suburban, and rural communities and why might people choose to live in each one? ● What are some different types of maps and what are their uses? ● What are some digital geographic tools and what can they be used for? |
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ASSESSMENT

| Formative | Summative |
|---|---|
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |

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LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

- Compare and contrast a map and a globe.
- Locate and identify the 7 continents and 4 oceans on a map and globe.
- Share interesting facts about one continent of a teacher's choice. Then, assign each table or group to research one continent, locating at least 5 interesting facts about it.
- Describe what technology replaced an atlas and how it works. (GPS, Google Earth)
- Use at least three different map scales in order to find out the distance between specific cities on a map.
- Read and interpret a Time Zone map.
- Read and interpret latitude and longitude.
- Compare and contrast two different types of maps by forming a Venn diagram.
- Follow instructions to create a regional map to given specifications.
- Research the regions of the United States. Have small groups create a presentation about their assigned Region.
- Define urban, suburban, and rural communities. Take a virtual field trip to each type of community.
 - Rural: <https://www.youtube.com/watch?v=jetPUZ-SJ0g>
 - Suburban: <https://www.youtube.com/watch?v=Oh3IBdjAVIc>
 - Urban: <https://www.youtube.com/watch?v=vFo2nTOfl5k>

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

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Instructional and Supplemental Materials

- www.topozone.com
- Use Google Earth to locate positions on the globe
- Play <https://geoguessr.com>
- paper maps
- globe
- wall map
- drawing paper
- graph paper
- Video about Globes <https://www.youtube.com/watch?v=x7k7CeWDtWs>
- Video about How to Make Maps <https://www.youtube.com/watch?v=DSnVCV4uGGQ>
- Video about 7 Continents <https://www.youtube.com/watch?v=rCYERpZ4Ujc>
- Video - The Geography of our Communities: <https://virtualfieldtrips.org/grade-3-the-geography-of-our-communities/>
- Video - Regions of the United States <https://www.youtube.com/watch?v=Uuy4ETRIYUE>
- Video - Urban, Suburban, and Rural areas https://www.youtube.com/watch?v=vBjB_Bllr7U
- Video - Types of Maps <https://www.youtube.com/watch?v=RScOlVSH0Kc>
- Video - How to Use Google Earth <https://www.youtube.com/watch?v=b1gnPw0cqRI>
- Video - Time Zones <https://www.youtube.com/watch?v=0XFLgE-TKJY>

Leveled Texts

- Advanced: [Amazing Migrations Leveled Book](#), Informational (nonfiction), 1733 words, Level Z (Grade 5), Lexile 1060L
- Intermediate: [Mapping the Woods: Maps and Cartography Leveled Book](#), Informational (nonfiction), 2069 words, Level W (Grade 4), Lexile 910L
- Beginner: [Following the Map Leveled Book](#), Realistic (fiction), 133 words, Level F (Grade 1), Lexile 350L, ELL Edition

Grade 3

Unit 3: Economics, Innovation, and Technology

DESIRED RESULTS

Standards

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|---|---|
| <p>New Jersey Student Learning Standards (By the End of Grade 5)</p> <p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p> <p>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations</p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of</p> | <p>Technology Standards (3-5) 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.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.</p> <p>9.1.5. EG.4: Describe how an individual’s financial</p> |
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resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.

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.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.

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.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.

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.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

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.

6.1.5.EconGE.2: 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.

6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic

decisions affect society and contribute to the overall economy.

9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.5.FP.2: Identify the elements of being a good steward of money.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.

9.2.5.CAP.7: Identify factors to consider before starting a business.

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| <p>interdependence among nations.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p> <p>6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</p> | |
| Learning Outcomes | |
| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● I can write out two separate plans on how to earn and spend my money. ● I can become an entrepreneur, creating a new item, locating the supply and demand for my item, decide my price based on that demand and my supply, and plan selling it. ● Decisions concerning the allocation and use of economic resources impact individuals and groups. ● Local, national, and international relationships are affected by economic transactions. ● Sources of income provide opportunities for making decisions about spending money in ways that positively impact the community. ● To explain why individuals and societies trade, how trade functions, and the role of trade. | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● How do people decide how to earn and where to spend their money? ● What are the qualities of an entrepreneur? ● How does supply and demand affect the prices of goods and services? ● Why do we use money? ● What does it mean to make a living? ● How does something acquire a value? ● What effect does the economy have on society? ● How do economic systems affect your life and the lives of others? ● What impact does scarcity have on the production, distribution, and consumption of goods and services? ● What impact does trade have on a society? ● Why do individuals and businesses trade? |
| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align | <ul style="list-style-type: none"> ● Portfolio |

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| to text series | ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 6-8 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Complete KWL chart for the terms, Economy, Goods and Services. ● Discuss local businesses that provide goods and services. Compare. ● Define and regularly use related vocabulary such as: currency, consumer, supply, demand, profit, goods/products, services, basic needs, want, producer. ● Discuss the two reasons people spend money: to pay for needs and wants. ● Set up a class store in which students can purchase pencils, erasers, bookmarks, etc. Currency is earned through good behavior. ● Read <i>If I Made a Million</i>, by David Schwartz, in order to think about saving money, making interest, and discussing how a bank works. ● Listen to “Mother Necessity” (about inventions) from Schoolhouse Rock. (on-line) ● Create math word problems involving buying/spending money. ● Explain how you could make a profit from selling an item(s) of your choice in a real life scenario. ● Express at least two reasons why the price on a brand name of sneakers or clothing might go up. ● Explain at least two reasons why the price of an item you purchase in the grocery store may go down. ● List at least 5 goods or items that people make or grow. ● Name at least 5 services in any community. ● Identify something you might barter with in order to get something you want or need in return. ● Choose a company and follow its stock on one of the stock markets. ● Plan for the future by drawing up a budget over a 2-4 week period. ● Describe why people use savings accounts and checking accounts. ● Summarize: When might you have to choose one purchase over another? ● Describe a scenario that shares why the supply of strawberries might be scarce in the local grocery store. Explain what happens to the price of those strawberries during that time. ● Compare and contrast imports and exports for the United States and other countries. ● Write a paragraph about what your family would do if there were a “No Money Day” today, but your family still needed some items. ● Describe a fair trade for your most prized possession. Explain what exactly would be valuable enough for you to want in order to make the trade with another individual. ● Read and discuss parts of <i>Show Me the Money</i> by Alvin Hall. ● Create a budget using the following scenario: Students will be given \$20 to purchase classroom supplies for the day. Teacher will put a price on necessary items (needs) and extra items (wants). Students self-assess at the end of the day how effective their spending was. | |
| Integrated Accommodations and Modifications | |
| Special Education, ELL and 504 <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating | Gifted and Talented <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies |

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| <ul style="list-style-type: none"> ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play | <ul style="list-style-type: none"> ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study |
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Connections

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| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology ● Character education ● Career Education | <p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications |
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Instructional and Supplemental Materials

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| <ul style="list-style-type: none"> ● www.yahoofinance.com ● classroom currency ● items for classroom store ● Video about Shortage and Surplus https://www.youtube.com/watch?v=jjBECwbvs04 ● Video about Demand and Supply https://www.youtube.com/watch?v=VGabTkzruyM ● Video about What is Money? https://www.youtube.com/watch?v=AjTwcQYgISA ● Video Schoolhouse Rock - Where the Money Goes https://www.youtube.com/watch?v=1MeZvhQyTe4 ● Video about Goods and Services https://www.youtube.com/watch?v=Umq76iNkxh0 ● Video about Bartering and Trading https://www.youtube.com/watch?v=TrOgdem-WkE ● What Does it Mean to be an Entrepreneur? read aloud https://www.youtube.com/watch?v=rtonlC8DGo ● Video - What is an entrepreneur? For Kids https://www.youtube.com/watch?v=Llct1pWSn6Q ● Virtual Field Trip - Businesses at Work https://virtualfieldtrips.org/grade-3-businesses-at-work/ ● Virtual Field Trip - I am a Consumer https://virtualfieldtrips.org/grade-3-i-am-a-consumer/ ● Game - Lemonade Stand https://www.coolmathgames.com/0-lemonade-stand |
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Leveled Texts

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| <ul style="list-style-type: none"> ● Advanced: <p>Money, Money, Money Multilevel Book, Informational (nonfiction), 1801 words, Level X (Grade 5), Lexile 1020L</p> <p>Tanya's Money Problem Leveled Book, Realistic (fiction), 1776 words, Level U (Grade 4), Lexile 880L</p> ● Intermediate: <p>We're in Business Leveled Book, Realistic (fiction), 1082 words, Level R (Grade 3), Lexile 730L</p> <p>Book 1: The Kid Who Couldn't Save Leveled Book, Fiction Series, Realistic (fiction), 966 words, Level Q (Grade 3), Lexile 610L</p> |
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- Beginner:

[Jobs for James Leveled Book](#), Realistic (fiction), 154 words, Level F (Grade 1), Lexile 400L, ELL Edition
[Brad Needs a Budget Leveled Book](#), Realistic (fiction), 526 words, Level M (Grade 2), Lexile 760L

Grade 3

Unit 4: History, Culture, and Perspectives

DESIRED RESULTS

Standards

New Jersey Student Learning Standards
(By the End of Grade 5)

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.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.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

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.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

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 in New Jersey.

6.1.5.HistoryCC.10: Analyze the power struggle

Technology Standards

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career Standards

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

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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.

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

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.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).

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.

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

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

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| <p>an interconnected world.</p> <p>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</p> <p>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.</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> | |
| Learning Outcomes | |
| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Different geographical regions in Canada and Mexico, and explain why people would choose to live in each. ● A comparison of the culture of Canada and Mexico to that of the United States. ● Ways that Canadian and Mexican culture influence American culture ● Historical American events and how Canada and Mexico were involved in those events ● Why it is important to understand the perspectives of other cultures in an interconnected world. | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● How does the geography of a nation affect its people? ● How does the culture of our neighbor to the north or south compare to our own culture? ● How do the cultures of Canada and Mexico influence American culture? ● What parts of American history are shared with Canada and Mexico? ● Why is it important to understand the perspectives of other cultures in an interconnected world? |
| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |

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| Benchmark | Alternative |
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| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

- **MEXICO**
- Form a KWL chart for the entire unit.
- Identify our North American neighbors: Canada, Ottawa, Mexico, Mexico City, the Gulf of Mexico, United States, and the Pacific Ocean on a map.
- Decorate a file folder or large construction paper folded in half, creating a suitcase that can hold important materials for our units of study on Mexico and Canada. (one side can be decorated for Mexico and the other for Canada)
- Create a Passport, acknowledging that one is needed in order to travel into a foreign country.
- Label and color the 6 geographical regions of Mexico, including the map key.
- Listen to the legend behind the Mexican flag while coloring its flag. Then, write a paragraph restating the legend in your own words.
- Sequence major events in Mexico's history using a map and a timeline.
- Show different maps of Mexico's boundaries over time, discussing how the United States of America fought Mexico in order to make the state of Texas larger.
- List natural resources of Mexico and construct a product map. Compare this to the United States.
- Study the climate, weather, and vegetation of Mexico online. Discuss similarities and differences to where we live.
- Identify different Mexican customs, clothing, foods, and animals by viewing videos.
- Create a postcard from your favorite place in Mexico.
- Play a Jeopardy-type game to review knowledge on Mexican information.
- Hold a Mexican/Canadian luncheon in which the students and their families help prepare authentic delicacies for our entire grade level.
- **CANADA**
- Color and label Canada and its provinces and territories on a North American map. Compare the size of Canada to the USA.
- Study and identify Canadian symbols in order to gain interest in the United States neighbor to the north.
- Create a Canadian travel brochure about one specific province or territory.
- Identify and label the 6 geographical regions of Canada on a map.
- Determine how many time zones are located in Canada, and figure out why this country has so many.
- Locate important resources and complete a product map of Canada. Compare this to the United States.
- Explain the role of dinosaurs in Canadian history.
- Identify important dates in Canadian history, and create a timeline with those dates.
- Construct a treasure grid map of either Alberta or the Yukon Territory. Write 5-10 directions/clues in order to get another student to your treasure!
- View the RCMP (Royal Canadian Mounted Police) online, then color the policeman's outfit according to the key.

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- Identify the parts of the Canadian government, then compare it to our own government.
- Compare and classify political, geographical, and social facts of the United States and Canada.
- Study Canadian climate online, then compare it to where we live by use of a Venn diagram.
- Write to penpals in Canada.
- Hold a Mexican / Canadian luncheon in which the students and their families help make delicacies for our grade level to enjoy.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- globe
- paper maps
- wall map
- Game - All Aboard! Tracking through Canada <https://www.cbc.ca/kidscbc2/games/all-aboard>
- Game - Match the Flag Canadian Provinces <https://www.cbc.ca/kidscbc2/games/match-the-flag-canadian-provinces>
- Game - Canadian Map Puzzle https://www.canadiangeographic.ca/sites/cgcorp/files/images/web_articles/kids-games/flash/games/storepuzzle.html
- Game - The Great Canadian Cleanup https://www.canadiangeographic.ca/sites/cgcorp/files/images/web_articles/kids-games/great-canadian-clean-up.html

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- Games - Mexico http://www.sheppardsoftware.com/Mexico_Geography.htm
- Interactive Map of Mexico http://www.yourchildlearns.com/mexico_map.htm
- Video National Geographic Canada <https://www.youtube.com/watch?v=jkdmEeffhEO>
- Video Canada Geography <https://www.youtube.com/watch?v=LIQuUhuboG4>
- Video “Canada in My Pocket” <https://www.youtube.com/watch?v=VnZIAOSEmYQ>
- Video National Geographic Canada Maple Syrup
<https://www.youtube.com/watch?v=Bs4qrDgeep0>
- Video National Geographic Canada Waterfall
<https://www.youtube.com/watch?v=ZcV7roYUD4w>
- Video Canadian Coins <https://www.youtube.com/watch?v=r5wlXd1y3MA>
- Video Travel Mexico <https://www.youtube.com/watch?v=uhWBaXdkP6Y>
- Video Fun Facts about Mexico <https://www.youtube.com/watch?v=TY8JTYl0SY>
- Video National Geographic Mexico Pyramids <https://www.youtube.com/watch?v=udYpZn-TEg8>
- Video National Geographic Mexico Animals <https://www.youtube.com/watch?v=F6upY77ygas>
- Video USA vs. Canada (Similarities and Differences)
<https://www.youtube.com/watch?v=i1NqXCmTI60>
- Video Life in the USA vs. Mexico <https://www.youtube.com/watch?v=wnCSAfbP2I>

Leveled Texts

- Advanced:

[Canada Multilevel Book, Nonfiction Series](#), Informational (nonfiction), 1391 words, Level X (Grade 5), Lexile 990L

[Mexico Multilevel Book, Nonfiction Series](#), Informational (nonfiction), 1523 words, Level Y (Grade 5), Lexile 1030L

- Intermediate:

[Canada Multilevel Book, Nonfiction Series](#), Informational (nonfiction), 1048 words, Level S (Grade 3), Lexile 900L

[Mexico Multilevel Book, Nonfiction Series](#), Informational (nonfiction), 1061 words, Level T (Grade 3), Lexile 860L

- Beginner:

[Canada Multilevel Book, Nonfiction Series](#), Informational (nonfiction), 294 words, Level J (Grade 1), Lexile 550L

[Mexico Multilevel Book, Nonfiction Series](#), Informational (nonfiction), 296 words, Level J (Grade 1), Lexile 510L

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Grade 4

Unit 1: Civics, Government, and Human Rights

DESIRED RESULTS

Standards

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| <p>New Jersey Student Learning Standards</p> <ul style="list-style-type: none"> • 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). • 6.1.5.CivicsPI.3: 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. • 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. • 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. • 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. • 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. • 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. • 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. • 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens. • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose • 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.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and | <p>Technology Standards</p> <ul style="list-style-type: none"> 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities. 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. <p>21st Century Life and Career Standards</p> <ul style="list-style-type: none"> • 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.” • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). • 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). • 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). • 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5) 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. • 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). |
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other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations

- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such action
- 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.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.

Learning Outcomes

Students will understand...

- the process of creating fair and just rules/laws within an institution, such as their classroom
- what responsibilities adults have as citizens of The United States of America (voter, tax payer, juror).
- that the United States functions as a representative democracy with elected representatives at local, state, and national levels and the roles of each of these representatives.
- the different roles and responsibilities between the three branches of national government.
- how the Constitution limits and controls the power of the government.
- how the fundamental rights guaranteed in the United States Constitution and the Bill of Rights are a critical component of American democracy.
- the process of becoming a United States citizen today vs. the past.
- how civil rights leaders such as Dr. Martin Luther King Jr. inspired social change and

Students will be able to answer....

- What behavioral expectations are important to forming a successfully running classroom environment?
- What behavioral expectations are necessary for the leaders and members of our community and country?
- What are the responsibilities of United States citizens?
- What is a representative democracy?
- What are the roles of officials at the local, state, and national level?
- What are some of the ways the three branches of government check each other?
- How does the Constitution limit and control the power of government?
- What are the fundamental rights guaranteed to American citizens in the Constitution and Bill of Rights?
- How does becoming a United States citizen today differ from the process during the late 19th-early 20th century?
- What types of changes were inspired by civil rights leaders such as Martin Luther

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| <p>activism, both in the past and present</p> <ul style="list-style-type: none"> ● how both real and figurative people utilized collaboration and problem solving to promote positive changes within their communities as well as country. | <p style="text-align: center;">King Jr.?</p> |
| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series ● Project based assessments | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 10 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● As a class, collaborate and vote on important class rules at the beginning of the school year. Discuss the importance of rules to the functioning of their classroom. Relate to rules/laws in our community and country. ● Read several books that foster discussion for creating a positive classroom environment, such as The Name Jar by Yangsook Choi, The Most Magnificent Thing by Ashley Spires, Rude Cakes by Rowboat Watkins, or The Invisible Boy by Trudy Ludwig ● Complete the Nearpod Exploration “Citizen Me” to explore how United States citizens participate in “civic life.” https://nearpod.com/t/L38957757 ● Watch Liberty Kids episode https://www.youtube.com/watch?v=LK3Cs8EgOQo The First Fourth of July to explore the colonies decision to separate from the King and enter into a democracy beginning with the Declaration of Independence. ● Learn about United States citizenship by completing the Rights and Responsibilities Civics Lesson Plan from https://www.uscis.gov/citizenship/educators/lesson-plans ● View video on civic duties of American citizens https://www.youtube.com/watch?v=a2-QL59pVRo. Then, complete a Citizenship Pyramid from iCivics. Students will identify their civic rights responsibilities as United States citizens ● Complete the webquest on iCivics called “The Constitution: Rules for Running a Country.” ● Complete Bill of Rights and US Constitution assignments on BrainPop. Then, complete a | |

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Freedom and Constitution Day craftivity from TPT to culminate.

<https://www.teacherspayteachers.com/Product/Celebrate-Freedom-Constitution-Day-Craftivity-Cube-Social-Studies-ELAR-2089023?st=94ba78d79c86435ab140bacb2ab3a5ea>

- Around Election Day, host a mock election, where students choose fictional characters to run for President. Students write a campaign speech persuading voters to choose their candidate. Students invite their school community to vote in their election.
- Create a Campaign newspaper article highlighting all of the qualities of a candidate running for office.
- Create a Election Vocabulary flipbook
- View videos about the roles of elected officials
- Read *If I Ran for President* by Catherine Stier and discuss the election process
- Read informational texts about the 3 Branches of Government and sort facts about the roles and responsibilities of each into an interactive graphic (utilize the digital text on <https://bensguide.gpo.gov/j-history>)
- Complete the Branches of Government BrainPop assignment <https://www.brainpop.com/socialstudies/usgovernment/branchesofgovernment/>
- Host an Ellis Island Simulation for students to understand the immigration process immigrants endured to earn their United States Citizenship.
- Read several books about key leaders of the Civil Rights Movement, such as *Martin's Big Words* by Doreen Rappaport and *Rosa* by Nikki Giovanni.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Books:
 - *The Name Jar* by Yangsook Choi,

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- *The Most Magnificent Thing* by Ashley Spires,
- *The Invisible Boy* by Trudy Ludwig
- *If I Ran for President* by Catherine Stier
- Books for teaching about Civil Rights
- Presidential Election Process: <https://www.usa.gov/election>
- Why Voting Is Important: <https://www.youtube.com/watch?v=GrG7zBUDiqQ>
- Branches of Government: <https://government.mrdonn.org/3branches.html>
- Bens Guide to US Government <https://bensguide.gpo.gov/> Branches of Government Exploration
 - <https://bensguide.gpo.gov/images/Infographics/Branches-of-Government.pdf>
- Various assignments on <https://www.brainpop.com/>
- Various explorations on www.nearpod.com
- NewsELA www.newsela.com
- Various explorations on <https://www.icivics.org/>
- News articles on www.dogonews.com
- News articles on www.timeforkids.com
- Liberty Kids video series on Youtube
- Citizenship and Rights link: <https://www.uscis.gov/citizenship/learners/citizenship-rights-and-responsibilities>
- Citizenship Test: <https://www.uscis.gov/citizenship/educators/lesson-plans>

Leveled Texts

- Advanced: *Mississippi Bridge* by Mildred D Taylor
- Intermediate: *If I Ran for President* by Catherine Stier, *Rosa* by Nikki Giovanni
- Beginner: *Martin's Big Words* by Doreen Rappaport, *The Name Jar* by Yangsook Choi, *The Most Magnificent Thing* by Ashley Spires, *The Invisible Boy* by Trudy Ludwig

Grade 4

Unit 2: Geography, People, and The Environment

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

- 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.
- 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.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

Technology Standards

- 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
- 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career Standards

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CT.1: Identify and gather relevant data that

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| <p>location and place on the relationships between places in New Jersey, the United States and other countries.</p> <ul style="list-style-type: none"> • 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. • 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.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. • 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.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.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. | <p>will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p> <p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</p> <p>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</p> <p>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</p> <p>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</p> <p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.</p> <p>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</p> |
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Learning Outcomes

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| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● that culture, climate, and physical land characteristics directly affect an area’s population and development. ● the various purposes of different types of maps. ● how to use map tools such as a scale and latitude and longitude measurements to find absolute locations on a map. ● how and why human activity has impacted the physical environment during various periods of time. ● what led to exploration of new water and | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● How has culture, climate, and physical land characteristics directly affect an area’s population and development? ● What are the various purposes of different types of maps? ● How can you find an exact location on a map? ● How has human activity impacted the physical environment during various time periods? ● What led to explorations of new water and land routes? |
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| <p>land routes.</p> <ul style="list-style-type: none"> • using geographic tools, what factors impacted emigration, settlement patterns, and regional identities of the US colonies. | <ul style="list-style-type: none"> • What factors impacted emigration, settlement patterns, and regional identities of the US colonies? |
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ASSESSMENT

| Formative | Summative |
|---|---|
| <ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs | <ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments • Performance Tasks • Projects • Choice Boards • Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> • Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> • Portfolio • Performance assessments |

LEARNING PLAN

Pacing Guide: 6 Weeks

Recommended Learning Activities

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| <ul style="list-style-type: none"> • Learn about different types of maps using the game https://mocomi.com/types-of-maps/ Then, create a flipbook showing each type of map and including a description of each. • Play “The Types of Maps Clue Game” having students pose different clues for a type of map and having their peers guess the map being described. • Create Your Own Map with an included compass rose, key, legend. Determine which natural resources you want to place in which regions of your map. Consider which elements of tourism to include on your map. Use icons from https://www.nps.gov/maps/tools/symbol-library/ • STEM Build Your Own Compass activity: use a needle, magnet, cork, and water to find magnetic north • Seven Continents: Complete a Continent wordsearch, color code the continents of the world, label an interactive world map https://mrnussbaum.com/continents-and-oceans-online-game • Latitude and Longitude: Use a world map to state coordinate locations using latitude and longitude and have students locate. • Play Make it to the Capital Coordinate Game https://www.teacherspayteachers.com/Product/Map-and-Cardinal-Directions-Game-Make-it-to-the-Capitol-642612 • Complete the Brainpop exploration for Latitude and Longitude https://www.brainpop.com/socialstudies/geography/latitudeandlongitude/ • Play Latitude/Longitude Battleship with a partner https://passportnation.org/battleship-map-coordinates-game/ |
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- Create a Landform Flipbook: After watching Landforms and Bodies of Water video, draw a two-column chart and write the words Landforms and Waterways. Then, have students glue in flippable landforms and bodies of water and write a description of each on the back.
- Jigsaw groups to study one of the regions in the lesson: Appalachian Ridge and Valley, Highlands, Piedmont Plateau, and Atlantic Coastal Plain. Write three main facts about a specific region to present to the class, and one test question for its listeners. Then have each group take turns presenting its ideas and question.
- Create a physical map of New Jersey displaying each of the four regions and landforms within each. Compare to a population map of New Jersey and draw conclusions for how population and physical landforms relate.
- Create a political map of the counties and major cities in New Jersey. Choose two cities in different regions to research the main industries. Relate the difference in industries to geography, transportation, natural resources and climate.
- Study map of the Native American tribes in America prior to European colonization as well as maps of where tribes were relocated due to the Indian Removal Act of 1830.
- Watch the Around and About New Jersey's The Lenape Indians video to explore the impacts of European colonization on the Lenape. Read about the movement of the Delaware tribe on https://ohiohistorycentral.org/w/Delaware_Indians and view maps of migration <http://8bishumanities.weebly.com/lenape.html>. Discuss how the land changed after European colonization.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Map Icons for a May Key <https://www.nps.gov/maps/tools/symbol-library/>
- Printed blank maps

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- Brainpop explorations www.brainpop.com
- European Colonization resources <http://8bishumanities.weebly.com/lenape.html> and https://ohiohistorycentral.org/w/Delaware_Indians
- Map of major Native American tribes in American prior to European colonization <https://www.loc.gov/resource/g3701e.ct003648r/?r=0.593,0.414,0.357,0.146,0>
- Map of Indian Removal at of 1830 <https://americanindian.si.edu/nk360/removal#makesensePage>
- Landforms and Bodies of Water video: <https://www.dailymotion.com/video/x66re7d>
- New Jersey Geography <https://kids.nationalgeographic.com/explore/states/new-jersey/>
- <https://mrnussbaum.com/usa/new-jersey>
- www.flipgrid.com
- <https://www.geoguessr.com/>
- <http://www.eduplace.com/geonet/geonet.html>
- Hemisphere Video: <http://www.eduplace.com/geonet/geonet.html>
- Compass Rose Video: <https://www.youtube.com/watch?v=cXGN2qKrWFE>
- <https://www.youtube.com/watch?v=7yXDYvWSswI> Continent video
- Latitude and Longitude Treasure Hunt game https://www.abcya.com/games/latitude_and_longitude_practice
- Latitude Longitude Battleship Play <https://passportnation.org/battleship-map-coordinates-game/>
- Latitude and Longitude Song: <https://www.youtube.com/watch?v=MjDqhLUzCpE&t=4s>
- *Nicky Fifth Series* by Lisa Funari-Willever
- *A Devil in the Pines* by Jaqueline Seewald
- *Geography from A to Z* by Jack Knowlton
- *Uniquely New Jersey* by Mark Stewart
- *People of New Jersey* by Mark Stewart
- *It's My State, New Jersey* by David C. King

Leveled Texts

- Advanced: *Plate Tectonics* Level Y reader; *Mapping the Woods: Maps and Cartography* Level W reader
- Intermediate: *Expedition 25: The Subtropics* Level R reader
- Beginner: *Introducing Planet Earth* Level L reader; *The Mighty Mississippi* Level K reader

Grade 4

Unit 3: Economics, Innovation, and Technology

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 6.1.5.EconET.3: Explain how scarcity and choice

Technology Standards

- 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
- 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and

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| <p>influence decisions made by individuals, communities, and nations.</p> <ul style="list-style-type: none"> • 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. • 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.EconEM.3: Describe how supply and demand influence price and output of products. • 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society. • 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system. • 6.1.5.EconGE.2: 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. | <p>appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>21st Century Life and Career Standards</p> <ul style="list-style-type: none"> • 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals. • 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions. • 9.1.5.FP.2: Identify the elements of being a good steward of money. • 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences. • 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). • 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate). • 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. • 9.2.5.CAP.2: Identify how you might like to earn an income. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. • 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. • 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. • 9.2.5.CAP.7: Identify factors to consider before starting a business. • 9.4.5.DC.1: Explain the need for and use of copyrights. |
| Learning Outcomes | |
| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • the cause and effect of positive and negative economic reasoning while understanding the power of decision making. • the variety of resources that are used to produce goods and services such as human capital, physical capital, and | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> • What incentives influence decision making of both consumers and producers? • What is the difference between goods and services and what resources are needed for businesses to produce them? • What are the benefits and drawbacks of a monopoly? |

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| <ul style="list-style-type: none"> ● natural resources. ● how monopoly, scarcity, supply and demand influence decision making of consumers and producers ● the qualities of entrepreneurs to be successful in a capitalistic society ● the production, distribution, and consumption of goods and services are part of a global market | <ul style="list-style-type: none"> ● What are the economic effects of scarcity? ● How does supply and demand influence price and output of products? ● What makes a successful entrepreneur? ● How is the United States part of the global market? |
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ASSESSMENT

| Formative | Summative |
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| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Quizzes ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments ● Project Based Assessments |

LEARNING PLAN

Pacing Guide: 8 Weeks

Recommended Learning Activities

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| <ul style="list-style-type: none"> ● Complete a magazine scavenger hunt to identify photos showing the difference between Goods and Services. ● Read the novel, <i>Lunch Money</i>, by Andrew Clements and explore the basics of business planning ● Create an infographic to highlight a selling plan for a comic book business based off of arguments made in the story Lunch Money. Use http://piktochart.com/ to create infographic. ● Using the HMH Hands on Project from Unit 1 Engineering, create a weekly meal plan that meets multiple criteria and constraints to explore the decision making process consumers face ● Project Based Learning activity: Students work together in groups to create a marketable good or service, build a budgeted business plan, and market their prototype in a culminating Market Day event. Visit https://sssteaching.com/2015/05/market-day-economics-for-big-kids.html ● Maintain an interactive Economics notebook to organize the various key vocabulary words throughout the unit ● Research a child entrepreneur of today. Create a poster or Google Slides highlighting the person's name, age, product, and business plan. |
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- Read and explore Time4Kids articles on global economics.
- Complete the Entrepreneurship videos in BizKids to explore how to become a young entrepreneur, from brainstorming new ideas, to marketing a product, selling to customers, and making a profit.
- Global Economy Lesson: https://www.educationworld.com/a_lesson/02/lp287-02.shtml Using students' favorite article of clothing, chart on a world map the location of the many countries these articles of clothing are from
- Play The Trading Game to simulate global trading between countries
<https://www.nationalgeographic.org/activity/the-trading-game/>

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Andrew Clements Lunch Money novels
- Utilize the activities and novel study for Andrew Clement's Lunch Money
<http://www.socstrpr.org/files/Vol%202/Issue%201%20-%20Spring%202007/Practice/2.1.9.pdf>
- BizKids: <https://bizkids.com/learn>
- Market Day Economics Project Based Learning Activity
<https://sssteaching.com/2015/05/market-day-economics-for-big-kids.html>
 - materials for creating prototypes for Market Day needed
 - posters or trifold boards
- Time4Kids Magazine: <https://www.timeforkids.com/g34/?text=economics>
- DogoNews Articles focusing on Economics in the United States/World
<https://www.dogonews.com/>
- printable World maps
- A Global Economy (BizKid\$) <https://www.youtube.com/watch?v=PQ6KAvPectU>

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- Interactive Global Economy Graphic: <https://www.kqed.org/lowdown/7939/madeinamerica>
- The Trading Game: <https://www.nationalgeographic.org/activity/the-trading-game/>
 - print copies of trading cards
 - timer

Leveled Texts

- Advanced: Lawn Boy by Gary Paulsen
- Intermediate: Cloud Tea Monkeys by Mal Peet and Elspeth Graham; Violet the Pilot by Steve Breen
- Beginner: Those Shoes by Maribeth Boelth; Beatrice’s Goat by Page McBrier

Grade 4

Unit 4: History, Culture, and Perspectives

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

- 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.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.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 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.12: Determine the roles of

Technology Standards

- 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
- 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career Standards

- 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have

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| <p>religious freedom and participatory government in various North American colonies.</p> <ul style="list-style-type: none"> • 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.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. • 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. • 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.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity. | <p>copyright restrictions.</p> <ul style="list-style-type: none"> • 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). • 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). • 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). • 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). • 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. • 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). |
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Learning Outcomes

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| <p>Students will understand....</p> <ul style="list-style-type: none"> • The life and culture of New Jersey’s Lenni Lenape Native American tribe. • The reasons why Europeans explored and settled in New Jersey and the 13 colonies. • The impact of European colonization had on the land and Native American tribes living in this region. • How Great Britain's victory in The French and Indian War further segregated Native Americans from their lands. • The significance of the Declaration of Independence • Leadership decisions of key generals for both the British and Continental Army lead to important turning points in the American Revolution. • The significance of New Jersey’s role in the American Revolution. • What it was like for immigrants that came to America in the early 1900s. • Why immigrants left their countries to | <p>Students will be able to answer....</p> <ul style="list-style-type: none"> • How did the roles of Lenape men and women differ? • How did natural resources play a role in how the Lenape lived and survived? • How did the exploration of Columbus, Cabot, Hudson, and Verrazano effect the Lenape and other Native American Tribes living in this region? • What was the purpose of the first voyages of exploration in New Jersey and the surrounding areas? • What was daily life in colonial New Jersey like? • What were the many effects for the French, Great Britain, and the Native Americans after the French and Indian War? • What events caused many colonists to want to declare their independence from Great Britain? • How did the perspectives of Patriots vs. |
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| <p>come to America.</p> <ul style="list-style-type: none"> ● What it meant and means to be American. | <p>Loyalists differ on the topic of America's independence?</p> <ul style="list-style-type: none"> ● How was New Jersey was an important location during the American Revolution? ● What effects came from critical decisions made by key leaders, such as George Washington, during the American Revolution? ● What controversy did the Second Continental Congress face when adopting the Declaration of Independence? ● Why do we celebrate Independence Day today and what does it represent? ● Why did various groups, voluntarily and involuntarily, immigrate to New Jersey and America, and what type of challenges did they encounter? ● What types of struggles did immigrants face trying to enter America through the Ellis Island Immigration station? ● What does the Statue of Liberty represent? |
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ASSESSMENT

| Formative | Summative |
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| <ul style="list-style-type: none"> ● Teacher observations ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Classwork Practice ● Discussion Trifolds ● Video logs ● Blog Responses ● Worksheet and flipbook responses ● Lesson quizzes ● Foldables | <ul style="list-style-type: none"> ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Poster and presentations |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments ● Construct a Lenni Lenape Diorama detailing their way of life (food, shelter, |

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roles, use of natural resources, tools, etc.).

- Ellis Island Simulation participation and reflection journal
- Trifold research presentation on a country that connects to their family's heritage.
- Create a timeline of key events leading up to the major turning point of the American Revolution.

LEARNING PLAN

Pacing Guide: 16 Weeks

Recommended Learning Activities

- Visit <http://4msandmeier.weebly.com/lenni-lenape.html> to explore the Lenni Lenape resources. View the video filmed at Waterloo Village and answer questions.
- Complete a Lenni Lenape Webquest <http://zorak2.monmouth.edu/~s0770928/webquest/process.html> to learn about their way of life
- Read some Lenni Lenape myths before having students create their own. Have students create a mask to go with their myth. Have students present their myths to students in the younger grades.
- Read "The Lenape Creation Story" and answer questions; view supplementary video on Lenape Creation <https://www.youtube.com/watch?v=bDHf1mHP2c4>
- Play The Bowl Game, a traditional Lenape game. Follow directions on <http://www.lenapelifeways.org/kidsbowl.htm>
- Make Your Own Medicine Bag. Follow directions on <http://childrenatplay2.blogspot.com/2013/08/native-american-medicine-bag.html>
- Color a traditional Lenape man and woman <http://www.lenapelifeways.org/kidscolor.htm>
- Design a quilt square depicting a theme of Lenape life students have been assigned. Students hand draw pictures and include labels for their square.
- Identify the 13 original colonies on a map, emphasizing New Jersey's key position.
- Ss choose a topic to read about (church, school, farm, park, food). Then complete a venn diagram comparing and contrasting life today to life during colonial times. <http://www.socialstudiesforkids.com/articles/ushistory/13colonieslife.htm>
- Ss read and follow directions to make butter. Ss sample butter when finished. Ss form a generalization about the process of making butter during colonial times and other common items they use every day.
- Ss read If you Lived in Colonial Times and identify main idea and supporting details.
- Visit Colonial Williamsburg website and explore the lives of colonial people. Complete a Through Their Eyes extension worksheet sharing what students learned about each person's life, their fears/worries, and their hopes/dreams. <http://www.history.org/kids/visitUs/#colonialPeople>
- Compare and Contrast Colonial Life to Native American Life using a Venn Diagram
- Complete the Colonial America Scavenger Hunt from www.superteacherworksheets.com
- Read nonfiction texts on EPIC: The Lenape, Great Colonial America Projects, Life in Colonial America, Explore Colonial America
- Read fiction text on EPIC: The Baker's Dozen
- Host a Boston Tea Party Reader's Theater.
- Explore the Boston Tea Party by taking a virtual field trip to the Boston Harbor <https://www.youtube.com/watch?v=sadrVBkrmjl> and sample tea.

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- Boston Tea Party Cause and Effect Craftivity: students decorate a teapot listing causes and decorate a teabag listing effects.
- Complete a Declaration of Independence webquest
<http://mrswardzwms.weebly.com/uploads/3/9/1/3/39134397/declarationofindependencescavengerhuntweb.pdf>
- Revolutionary War soldiers' uniform foldable.
- Make a timeline from 1776-1777 of the major events of the Revolution in New Jersey.
- Create a Venn diagram comparing and contrasting two major Revolutionary War Battles in New Jersey.
- Create an Acrostic poem for Loyalists and/or Patriots describing their contrasting beliefs.
- As a group, build a T chart listing the advantages and disadvantages for the Continental and British army.
- Battle of Trenton Interactive Map: view and analyze details on an interactive map of the Battle of Trenton. Complete comprehension questions
<https://nj.pbslearningmedia.org/resource/mv15-soc-ush-wintermap/winter-campaign-map/#.WnW5iqinHIU>
- Artwork Study: View and analyze the famous Washington's Crossing painting and answer questions (superteacherworksheets)
- View a Video Extension: <https://www.youtube.com/watch?v=CbGodj0IJ2Q> The Winter Patriots: A Revolutionary War Tale
- Write a journal entry expressing the point of view of an American Continental soldier on his way to the Battle of Trenton.
- Watch Liberty's Kids video series and discuss
- Play the Road to Revolution Game: <http://www.pbs.org/ktca/liberty/road.html>
- Understanding Taxation without Representation: Distribute M&M to all citizens (students) so they have an equal amount. Have someone play the part of a tax collector and someone play the part of the King. Collect M&M taxes for various reasons (both fair and unfair). Allow the tax collector to keep a small portion and the king to keep the rest.
<http://youngteacherlove.com/role-playing-with-american-revolution/>
- Create a Founding Fathers Research Report (template at www.superteacherworksheets.com). Choose a name from the list of important figures during the American Revolution
http://www.ducksters.com/history/american_revolution.php
- Read nonfiction texts on EPIC: The American Revolution 12 Things to Know, The American Revolution, The American Revolution for Kids, 12 Incredible Facts about the
- Read *Orphan of Ellis Island* by Elvira Woodruff as a whole group
- Read about Ellis Island and answer comprehension questions
http://www.ducksters.com/history/us_1800s/ellis_island.php
- Complete the Scholastic Immigration virtual tour through the stations at Ellis Island
<http://teacher.scholastic.com/activities/immigration/tour/>
- Meet young immigrants of today on the Scholastic Immigration website and create an immigrant profile graphic telling about the person, where they are from, where they are immigrating to, and why.
- Study the story of the Statue of Liberty and analyze the quote etched on the statue. Create a shape poem for the Statue of Liberty describing what it represents
- Complete a directed draw of the Statue of Liberty.
- Explore Immigration Data from the Scholastic Immigration website from 1820-2009 and draw conclusions, analyze regions with most immigrants and explore reasons for that.
- Host an Immigration Day event simulating Ellis Island, having students present on countries that

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- connect to their family's heritage, and culminating with an ethnic feast.
- Read nonfiction texts on EPIC: US Immigration Services; Immigration in the US; Angel Island Immigration; Central America Immigrants; Ellis Island; Their Great Gift: Courage, Sacrifice, and Hope in a New Land; Boston Tea Party, Boycotting the British, 12 Questions about the Declaration of Independence
- Read fiction text on EPIC: The Scarlet Stocking Spy

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- *Time 4 Kids* Magazine and resources
- www.dogonews.com
- www.padlet.com
- www.flipgrid.com
- <https://www.getepic.com/app/sign-in> for American Revolution books
- Lenni Lenape Past and Present video: <https://www.youtube.com/watch?v=xNCTautliWM>
- Lenni Lenape Resource <https://nativeamericans.mrdonn.org/northeast/lenape.html>
- Weave a Virtual Wampum: <http://www.nativetech.org/beadwork/wampumgraph/>
- Colonial American Games: <https://www.history.org/kids/games/>
- 13 Colonies Matching Game: http://www.softschools.com/social_studies/13_colonies_map/
- Make Your Own Map: 13 Colonies: <http://mrnussbaum.com/13map/>
- Blank copies of the 13 Colonies
- Make Your Own Map: 13 Colonies: <http://mrnussbaum.com/13map/>
- Boston Tea Party Parody: <https://www.youtube.com/watch?v=-h5Nh7mggx0>
- Schoolhouse Rock: Boston Tea Party: <https://www.youtube.com/watch?v=t-9pDZMRCpQ>
- Ducksters Crossing the Delaware Quiz:

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- http://www.ducksters.com/history/crossing_the_delaware.php
- www.superteacherworksheets.com: Crossing the Delaware reading comprehension and writing packet
- <https://www.getepic.com/app/sign-in> for American Revolution books
- Scholastic Ellis Island Interactive Tour:
<http://teacher.scholastic.com/activities/immigration/tour/>
- Statue of Liberty HD: <https://www.youtube.com/watch?v=42yO2FUWL6A>
- Watch in IE: The History of the Statue of Liberty: <https://www.youtube.com/watch?v=OCV-mbel2Tw>
- Explore Ellis Island <https://www.youtube.com/watch?v=DxILBYcTjY4>
- Kid Explains History: History of Ellis Island: <https://www.youtube.com/watch?v=DxILBYcTjY4>
- Country Research Websites: <https://www.factmonster.com/countries>;
<http://www.atozkidsstuff.com/world.html>;
<http://travel.nationalgeographic.com/travel/countries/>
- Junior Ranger Program from Ellis Island
<https://www.nps.gov/elis/learn/kidsyouth/upload/ellisjranger.pdf>
- *Time 4 Kids* Magazine and resources
- www.dogonews.com for Current Events
- <https://www.getepic.com/app/sign-in> for Immigration books
- EPIC books video Statue of Liberty

Leveled Texts

- Advanced: *The Story of Immigration* Level X reader; *Atlantic Crossing* Level W reader; *The Great Hunger* Level Y reader; *Atlantic Crossing* Level W reader; *Christopher Columbus* Level Z reader; *Two Kettles* Level V reader
- Intermediate: *The New Soccer Ball* Level Q reader; *Two Kettles* Level S reader
- Beginner: *Anca's Journey* Shared Reading; *The Story of the Statue* Level M and P reader; *Welcome Carlos* Level J reader; *Colonial Life* Level L reader;

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Grade 5

Unit 1: The First Americans

DESIRED RESULTS

Standards

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|---|---|
| <p>New Jersey Student Learning Standards</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>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.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> | <p>Technology Standards</p> <p>(3-5) 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.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work.</p> <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> |
|---|---|

Learning Outcomes

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| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● How the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. ● Native Americans established successful cultures in North America. ● Why individuals and different societies trade different items. ● How to compare and contrast the different gender roles, religions, values, political systems, and cultural practices of the Native Americans. | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● How did exploration of North America change human history? ● How are Native American cultures different and how do they express their own values and traditions? ● How are geographic tools used to understand and navigate regions of the world? (e.g. maps, atlases, compass, global positioning systems) ● What types of items does each society trade? |
|--|--|

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ASSESSMENT

| Formative | Summative |
|---|---|
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |

LEARNING PLAN

Pacing Guide: (5-7) Weeks

Recommended Learning Activities

- Research Native American tribes write a journal entry of how their lives changed when Europeans settled in America.
- Research, plot and calculate the course and distance traveled by the early explorers of North America
- Hands –On History: Explorers. Scholastic Teaching resources • www.history.org
- American History Simulations-Teacher Created Resources
- Curriculum-Based Readers Theater Scripts: Social Studies Rosalind M. Flynn
- Compare texts on Christopher Columbus. Discuss the different perspectives
- Identify which natural resources the European colonists and the Native Americans used. Use a Graphic organizer to show the conflicts that resulted over the search for these natural resources.
- In groups, select a Native American society and research its farming techniques to create an illustrated booklet.
- Write a journal as a citizen from this time period.
- Complete a research project on a civilization and give a presentation.
- Complete a research project on an important person and give a presentation.
- Research a historical document and present the history of the document.
- Prepare a skit demonstrating an event from the time period.
- Compare and contrast an event from the time period to a modern event.
- Write a newspaper article about an event from this time period.
- Prepare a Google Slide presentation about a historical event or person from the time period.
- Prepare a scavenger hunt related to a historical event in the time period.
- Create a flip book about a specific historical event or person from the time period.
- Research a place from the time period and use Google Earth to compare it to the present day.

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- Create a postcard about a place or person in the time period.
- Design a brochure about a place in the time period.
- Prepare a STEAM project designing a historical structure from the time period.
- Display a word wall related to people, places and events of the time period.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Scholastic News
- Youtube
- www.handsonhistory.com
- Video on the First Thanksgiving <https://www.youtube.com/watch?v=OBjqrKyfRnA>
- Video The Wampanoag Way <https://www.youtube.com/watch?v=SmisO7pdMW4>
- <https://www.ducksters.com/>
- <https://kahoot.com/>
- www.brainpop.com
- <https://www.icivics.org/>
- <https://www.loc.gov/> Library of Congress
- <https://www.archives.gov/education> National Archives
- <https://sheg.stanford.edu/history-lessons> Stanford History Education Group
- <https://classroomlaw.org/>
- <https://smithsonianeducation.org>
- <https://constitutioncenter.org/>
- <https://www.hippocampus.org/>
- <https://www.discoveryeducation.com/community/virtual-field-trips/>
- Ed Tech Teacher list of best history websites <http://besthistorysites.net/>

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- <https://www.zinnedproject.org/>
- <http://www.digitalhistory.uh.edu/>
- <https://mrnuussbaum.com/history>

Leveled Texts

- Beginner:
 - The Story of the First Thanksgiving, by Don Bolognese and Elaine Raphael, Grade 2-4 <https://www.getepic.com>
- Intermediate:
 - NATIVE AMERICANS OF THE GREAT PLAINS, Informational (nonfiction) 2,145 words, Level Z (Grade 5), Lexile 1110L. <https://www.raz-kids.com>
 - Sacagawea, Biography (nonfiction) 1,581 words, Level Y (Grade 5), Lexile 1060L. <https://www.raz-kids.com>
- Advanced:
 - CHICHÉN ITZÁ, Leveled Book, Informational (nonfiction) 1,747 words, Level Z Grade 5+ <https://www.raz-kids.com>

Unit 2: Worlds Meet

DESIRED RESULTS

Standards

New Jersey Student Learning Standards
 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
 • 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.
 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.

Technology Standards
 (3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
 (6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.
 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
 8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Life and Career Standards
 9.4.2.Cl.2: Demonstrate originality and inventiveness in work.
 9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible

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| <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <ul style="list-style-type: none"> • 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems. | <p>solutions.</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> |
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Learning Outcomes

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|---|---|
| <p><i>Students will understand....</i></p> <ul style="list-style-type: none"> • The roles of religious freedom and participatory government in North American Colonies. • The impact of the Columbian Exchange on culture, ecology, and agriculture from all different perspectives. • Why individuals and societies trade, and how trade functions. • What led to the exploration and what the role of trade was during that time period. • How the search for natural resources resulted in conflict. • How to use historical maps to determine what led to the exploration of new water and land routes. | <p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> • What impact did exploration have on North America? • How did cultural differences lead to the exploration of America? • Why was finding natural resources always ending in conflict with North America and the Europeans? |
|---|---|

ASSESSMENT

| Formative | Summative |
|---|---|
| <ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs | <ul style="list-style-type: none"> • Weekly Tests/Balanced Tests • Unit Assessments • Alternate Assessments • Performance Tasks • Projects • Choice Boards • Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> • Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> • Portfolio • Performance assessments |

LEARNING PLAN

Pacing Guide: (6-8) Weeks

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Recommended Learning Activities

- Create an accordion timeline of explorers showing their dates of journey, reasons for exploring, destination, and outcomes.
- Compare texts on Christopher Columbus using a t-chart or other graphic organizer. Discuss the different perspectives.
- Create a map of the movement of people, goods, and diseases created by the Columbian Exchange. .
- Research one navigational tool or change in ship building which allowed for easier exploration. Based on findings, describe the tool or ship building technique through the creation of an essay, poster, artwork, building a model, or digital presentation.
- Create postcards from explorers
- Using maps locate and explain the reasons for new trade routes used by the explorers.
- Write a letter to a wealthy sponsor from the perspective of an explorer explaining your reasons for exploration. As an alternative, write a letter from a king or queen denying sponsorship for exploration.
- Create a map showing goods, people, and diseases exchanged along the Columbian Exchange route.
- Hold a reader’s theater on Christopher Columbus.
- Research, plot and calculate the course and distance traveled by the early explorers of North America
- Write a journal as a citizen from this time period.
- Complete a research project on a civilization and give a presentation.
- Complete a research project on an important person and give a presentation.
- Research a historical document and present the history of the document.
- Prepare a skit demonstrating an event from the time period.
- Compare and contrast an event from the time period to a modern event.
- Write a newspaper article about an event from this time period.
- Prepare a Google Slide presentation about a historical event or person from the time period.
- Prepare a scavenger hunt related to a historical event in the time period.
- Create a flip book about a specific historical event or person from the time period.
- Research a place from the time period and use Google Earth to compare it to the present day.
- Create a postcard about a place or person in the time period.
- Design a brochure about a place in the time period.
- Prepare a STEAM project designing a historical structure from the time period.
- Display a word wall related to people, places and events of the time period.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning

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|---|---|
| <ul style="list-style-type: none"> ● Kinesthetic Activity ● Role Play | <ul style="list-style-type: none"> ● Independent study |
| Connections | |
| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology ● Character education ● Career Education | <p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications |
| Instructional and Supplemental Materials | |
| <p>Hands –On History: Explorers. Scholastic Teaching resources</p> <ul style="list-style-type: none"> ● www.history.org ● American History Simulations-Teacher Created Resources ● Curriculum-Based Readers Theater Scripts: Social Studies Rosalind M. Flynn ● www.ushistorysite.com webquests <ul style="list-style-type: none"> ● www.ushistorysite.com ● www.Brainpop.com ● Scholastic News ● Youtube ● www.handsonhistory.com ● https://www.ducksters.com/ ● https://kahoot.com/ ● https://www.icivics.org/ ● https://www.loc.gov/ Library of Congress ● https://www.archives.gov/education National Archives ● https://sheg.stanford.edu/history-lessons Stanford History Education Group ● https://classroomlaw.org/ ● https://smithsonianeducation.org ● https://constitutioncenter.org/ ● https://www.hippocampus.org/ ● https://www.discoveryeducation.com/community/virtual-field-trips/ ● Ed Tech Teacher list of best history websites http://besthistorysites.net/ ● https://www.zinnedproject.org/ ● http://www.digitalhistory.uh.edu/ ● https://mrnussbaum.com/history | |
| Leveled Texts | |
| <ul style="list-style-type: none"> ● Beginner: <ul style="list-style-type: none"> ○ <u>What’s So Great About Christopher Columbus?</u> by Aimee Jane Leavitt ● Intermediate: <ul style="list-style-type: none"> ○ <u>THE STORY OF LEWIS AND CLARK BOOK 1: UP THE MISSOURI RIVER</u>, Historical (nonfiction) 1,978 words, Level Y (Grade 5), Lexile 980L. https://www.raz-kids.com ○ <u>The Discovery of the Americas</u> by Betsy & Guilio Maestro, 3rd grade - 6th grade https://www.getepic.com ● Advanced: <ul style="list-style-type: none"> ○ <u>Christopher Columbus: Explorer</u>, by Judy Alter, 5th - 7th | |

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Social Studies Curriculum

<https://www.getepic.com>

Unit 3: Colonization and Conflict

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

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.

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.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.

Technology Standards

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career Standards

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Learning Outcomes

Students will understand...

- The roles of religion, economics, geography, and politics in different colonies.
- How the gender, race, and status of Colonists affected opportunities available to them.
- How the search for natural resources resulted in conflicts.
- The regional factors that influenced the identities of the colonies.
- The roles of religious freedom and participatory government in various North American colonies.
- The factors that affected emigration, settlement patterns, and regional identities of the colonies.
- How the search for natural resources resulted in

Students will be able to answer...

- What impact did colonization and settlement have on the North American continent?
- Why was finding natural resources important?
- How the colonists had different rights then we do today.
- What caused the English colonists to start looking for different places to trade their goods?

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| <p>conflict and cooperation among European colonist and Native American groups in the New World.</p> <ul style="list-style-type: none"> • How demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during Colonial times. | |
| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs | <ul style="list-style-type: none"> ☒ Unit Assessments ☒ Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> • Unit pre and post assessments | <ul style="list-style-type: none"> ☒ Portfolio ☒ Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 6-8 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> • Compare and contrast the colonies. Include the natural resources available, geography, religious affiliations, and structure of government. • Paired- presentation of how race, gender, and status affected social, economic, and political opportunities. Each group picks a different race, gender, or status. • • Write an essay on the conflict/cooperation between the colonists and the Native Americans using specific events. • Create a map identifying all the colonies by color-coding them. • Compare and contrast the colonies. • Research specific colonial events, fashions, economies, colonist, jobs, and games then create a paper quilt square for a class Colonial Quilt. • Research the different religions of the colonies. Create a brochure inviting colonists to move to their colony. • Write a personal essay comparing how your life would have been the same and how it would have been different, had you lived in colonial times. • Identify which natural resources the European colonists and the Native Americans used. Use a graphic organizer to show the conflicts that resulted over the search for these natural resources. • Research what opportunities were available to males, females and African Americans in colonial times. | |

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- Write a journal as a citizen from this time period.
- Complete a research project on a civilization and give a presentation.
- Complete a research project on an important person and give a presentation.
- Research a historical document and present the history of the document.
- Prepare a skit demonstrating an event from the time period.
- Compare and contrast an event from the time period to a modern event.
- Write a journal as a citizen from this time period.
- Complete a research project on a civilization and give a presentation.
- Complete a research project on an important person and give a presentation.
- Research a historical document and present the history of the document.
- Prepare a skit demonstrating an event from the time period.
- Compare and contrast an event from the time period to a modern event.
- Write a newspaper article about an event from this time period.
- Prepare a Google Slide presentation about a historical event or person from the time period.
- Prepare a scavenger hunt related to a historical event in the time period.
- Create a flip book about a specific historical event or person from the time period.
- Research a place from the time period and use Google Earth to compare it to the present day.
- Create a postcard about a place or person in the time period.
- Design a brochure about a place in the time period.
- Prepare a STEAM project designing a historical structure from the time period.
- Display a word wall related to people, places and events of the time period.
- Book study: McKissack, Patricia C. Hard Labor: The First African-Americans
- Persuasion, Propaganda and Political Cartoons

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Frelinghuysen Township School District

Social Studies Curriculum

Instructional and Supplemental Materials

- www.history.org
- Video The history of Colonial America <https://www.youtube.com/watch?v=Do4Ryapg3eU>
- Video on French American War
https://www.youtube.com/watch?v=aHKVwezBmYY&list=PL0y1b9ty_ZoL0XCZWABOhkPtoerrobKq9
- Video Schoolhouse Rock <https://www.youtube.com/watch?v=cAZ8QJgFHOg>
- Curriculum-Based Readers Theater Scripts: Social Studies Rosalind M. Flynn
- www.ushistorysite.com webquests
- Read the article on women in colonial times.
<http://www.angelfire.com/ca/HistoryGals/Chloe.html>
- <https://www.landofthebrave.info/> Summarize the articles in three paragraphs.
- Scholastic News
- www.brainpop.com
- www.handsonhistory.com
- <https://www.ducksters.com/>
- <https://kahoot.com/>
- <https://www.icivics.org/>
- <https://www.loc.gov/> Library of Congress
- <https://www.archives.gov/education> National Archives
- <https://sheg.stanford.edu/history-lessons> Stanford History Education Group
- <https://classroomlaw.org/>
- <https://smithsonianeducation.org>
- <https://constitutioncenter.org/>
- <https://www.hippocampus.org/>
- <https://www.discoveryeducation.com/community/virtual-field-trips/>
- Ed Tech Teacher list of best history websites <http://besthistorysites.net/>
- <https://www.zinnedproject.org/>
- <http://www.digitalhistory.uh.edu/>
- <https://mrnussbaum.com/history>
- <https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>
- <https://www.nj.gov/education/amistad/resources/literacy.pdf>

Leveled Texts

- Beginner:
 - A Visual History of Colonia America by Bobbie Kalman, Grades 3-5
<https://www.getepic.com>
- Intermediate:
 - Seeds of Revolution, Historical (nonfiction) 2,172 words, Level X (Grade 5), Lexile 980L Multilevel Book also available in levels Z1 and Z2. <https://www.raz-kids.com>
 - Battling For Independence, Historical (nonfiction) 1,655 words, Level Y (Grade 5), Lexile 1070L, Multilevel Book also available in levels Z1 and Z2. <https://www.raz-kids.com>
 - The Story of Lewis and Clark Book 1: Up the Missouri River, Historical (nonfiction) 1,978 words <https://www.getepic.com>
- Advanced:
 - Life In Colonial America by Julia Garstecki, grade 6-7 <https://www.getepic.com>

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Social Studies Curriculum

Unit 4: The Fight for Independence

DESIRED RESULTS

Standards

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| <p>New Jersey Student Learning Standards</p> <p>6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>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.</p> <p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.</p> <p>6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p> <p>6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> | <p>Technology Standards (3-5) 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.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>21st Century Life and Career Standards 9.4.2.CI.2: Demonstrate originality and inventiveness in work.</p> <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> |
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Learning Outcomes

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| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • the significance and results of the French and Indian War. • the major acts of Parliament directed at the colonies and the reactions of the colonists. • the causes and effects of the American Revolution. • how to analyze and map territorial expansions and the settlement of the frontier. • how to identify the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, federalism. • differentiate a map depicting America before and after the French and Indian War. • how conflicts and alliances among European | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> • How can war change a society? • How do societies organize to govern themselves? • How have people dealt with issues of inequality? |
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| <ul style="list-style-type: none"> countries and Native • American groups impacted the expansion of the American colonies. • to use maps and other geographic tools to evaluate the impact of geography on the • the execution and outcome of the American Revolutionary War. • how taxes and government regulation can affect economic opportunities, • the impact of these on relations between Britain and its North American colonies. • Explain why the Declaration of Independence was written and how it's key principle evolved to become unifying ideas of American democracy. • 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. • how to analyze from multiple perspectives how the terms of the Treaty of Paris affected the United States relations with Native Americans and European powers that had territories in North America. | |
| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> • Exit Slips • Journals • Oral reading • Graphic Organizers • Class discussion • Response to reading • Interactive online games • Open-ended response questions & comprehension questions • Running records • Teacher observation • Classwork Practice • Discussion Trifolds • Video logs | <ul style="list-style-type: none"> ☐ Unit Assessments ☐ Alternate Assessments <ul style="list-style-type: none"> • Performance Tasks • Projects • Choice Boards • Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> • Unit pre and post assessments | <ul style="list-style-type: none"> ☐ Portfolio ☐ Performance assessments |
| LEARNING PLAN | |

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Social Studies Curriculum

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

- Analyze the causes and effects of the American Revolution socially, politically, or economically by creating a group visual presentation.
- Construct and annotate a timeline focusing on the events before, during and after the American Revolution.
- Make a scrapbook page from the perspective of a prominent individual or group (women, African Americans, Native Americans) that played a role in the Revolutionary war.
- Compare truth vs. myth using Schoolhouse Rocks: Fireworks and The Declaration of Independence (library of congress)
- Read and discuss “The Midnight Ride of Paul Revere” illustrated by Christopher Bing picture book and compare and contrast the poem to the actual events of the Revolution (discuss tone and mood created by illustrations) • Reenact the Boston Tea Party using “The Boston Tea Party” Reader’s Theater
- Create a mini-book about the French and Indian War displaying essential information, including maps before and after
- Role play colonists, the King and tax collectors to show the unfairness of the tax law in the colonies: Play Stamp Act game (reproduced) and answer a short constructed response about the reactions of the colonists and connection to reaction of students to game.
- Create a timeline of the American Revolutionary period • Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.
- Write a newspaper report from a major event in the American Revolution describing what is happening, why it is happening, and why this could be an important event.
- Make a scrapbook page from the perspective of a prominent individual or group (women, African Americans, Native Americans) who played a role in the Revolutionary war.
- Create a song, sign or political cartoon protesting taxation
- Conduct a town meeting where Patriots, Loyalists, and Neutralists each present their views on declaring independence.
- Research people or battles of the Revolution; make a presentation to the class.
- Rewrite the Declaration of Independence in their own words.
- Participate in a scavenger hunt of the Declaration of Independence.
- Write a journal as a citizen from this time period.
- Complete a research project on a civilization and give a presentation.
- Complete a research project on an important person and give a presentation.
- Research a historical document and present the history of the document.
- Prepare a skit demonstrating an event from the time period.
- Compare and contrast an event from the time period to a modern event.
- Compare and contrast an event from the time period to a modern event.
- Write a newspaper article about an event from this time period.
- Prepare a Google Slide presentation about a historical event or person from the time period.
- Prepare a scavenger hunt related to a historical event in the time period.
- Create a flip book about a specific historical event or person from the time period.
- Research a place from the time period and use Google Earth to compare it to the present day.
- Create a postcard about a place or person in the time period.
- Design a brochure about a place in the time period.
- Prepare a STEAM project designing a historical structure from the time period.

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- Display a word wall related to people, places and events of the time period.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- www.earlyamerica.com
- www.pbs.com
- Ben and Me by Robert Lawson (5th grade core book) 93
- www.ushistorysite.com
- Scholastic News
- Youtube
- www.handsonhistory.com
- <https://www.ducksters.com/>
- <https://kahoot.com/>
- www.brainpop.com
- <https://www.icivics.org/>
- <https://www.loc.gov/> Library of Congress
- <https://www.archives.gov/education> National Archives
- <https://sheg.stanford.edu/history-lessons> Stanford History Education Group
- <https://classroomlaw.org/>
- <https://smithsonianeducation.org>
- <https://constitutioncenter.org/>
- <https://www.hippocampus.org/>
- <https://www.discoveryeducation.com/community/virtual-field-trips/>
- Ed Tech Teacher list of best history websites <http://besthistorysites.net/>
- <https://www.zinnedproject.org/>

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- <http://www.digitalhistory.uh.edu/>
- <https://mrnussbaum.com/history>

Leveled Texts

- Beginner:
 - The Journey of the One and Only Declaration of Independence by Judith St. George, grades 3-5, Audiobook <https://www.getepic.com>
 - Heroes of the Revolution By David A. Adler 2nd -- 5th grade <https://www.getepic.com>
- Intermediate:
 - SEEDS OF REVOLUTION, Historical (nonfiction) 2,172 words, Level X (Grade 5), Lexile 980 Multilevel Book also available in levels Z1 and Z2. <https://www.raz-kids.com>
 - The Revolutionary War : The War for Freedom, By Russel Roberts 4th - 6th grade <https://www.getepic.com>
 - BATTLING FOR INDEPENDENCE, Historical (nonfiction) 1,655 words, Level Y (Grade 5), Lexile 1070L, Multilevel Book also available in levels Z1 and Z2. <https://www.raz-kids.com>
- Advanced:
 - The American Revolution By Judy Dodge Cummings 5th - 7th grade <https://www.getepic.com>

Frelinghuysen Township School District Social Studies Curriculum

Grade 6

Unit 1: The First Cultures

DESIRED RESULTS

Standards

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| <p>New Jersey Student Learning Standards</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p> <p>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.</p> <p>6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</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>Technology Standards</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p> <p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</p> <p>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</p> <p>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</p> <p>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> |
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| Learning Outcomes | |
| <p><i>Students will understand....</i></p> <ul style="list-style-type: none"> ● How archaeological discoveries are used to develop and enhance understanding of life prior to written records. ● The differences in ancient maps to modern day maps. | <p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> ● How can we use archaeological discoveries to help us understand life prior to written records? |
| ASSESSMENT | |
| Formative | Summative |
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 4-6 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Students use nonfiction text samples from books or the internet in order to analyze pre-existing theories about Otzi. ● Research ancient cultures and illustrate cave art depictions from that certain culture. ● Create a museum of early civilizations. ● Research ancient crops and cooking techniques to create a Google slideshow. ● Complete a research project on a civilization and give a presentation. ● Complete a research project on an important person and give a presentation. ● Research a historical document and present the history of the document. ● Prepare a skit demonstrating an event from the time period. ● Compare and contrast an event from the time period to a modern event. ● Write a newspaper article about an event from this time period. ● Prepare a Google Slide presentation about a historical event or person from the time period. ● Prepare a scavenger hunt related to a historical event in the time period. ● Create a flip book about a specific historical event or person from the time period. | |

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- Research a place from the time period and use Google Earth to compare it to the present day.
- Design a brochure about a place in the time period.
- Prepare a STEAM project designing a historical structure from the time period.
- Display a word wall related to people, places and events of the time period.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Iceman Murder Mystery <https://www.pbs.org/video/nova-iceman-murder-mystery/>
- The life of Otzi the Iceman <https://www.npr.org/templates/story/story.php?storyId=1486351?storyId=1486351>
- Videos of Ancient Mesopotamia <https://www.youtube.com/watch?v=fdbIRch6m3g>
<https://www.youtube.com/watch?v=xVf5kZA0HtQ>
- Readwritethink.org interactive Bio Cube
- History.com
- Discoveryeducation.com
- PBS.com short videos
- Maps (ancient and modern day)
- Our World outline map book
- www.ushistorysite.com
- Scholastic News
- Youtube
- www.handsonhistory.com
- <https://www.ducksters.com/>
- <https://kahoot.com/>
- <https://www.icivics.org/>

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- <https://www.loc.gov/> Library of Congress
- <https://www.archives.gov/education> National Archives
- <https://sheg.stanford.edu/history-lessons> Stanford History Education Group
- <https://classroomlaw.org/> <https://smithsonianeducation.org> <https://constitutioncenter.org/>
- <https://www.hippocampus.org/>
- <https://www.discoveryeducation.com/community/virtual-field-trips/>
- Ed Tech Teacher list of best history websites <http://besthistorysites.net/>
- <https://www.zinnedproject.org/>
- <http://www.digitalhistory.uh.edu/>
- <https://mrnussbaum.com/history>
- BrainPOP

Leveled Texts

- Advanced: Ancient Rome by Susan E. Hamen grades 6th -7th+ <https://www.getepic.com>
- Intermediate: -The Ice Man by Kelly Porter -The Changing Face of Archaeology by Chris Lawrence
- Beginner: -Explore Ancient Greece, by Alex Kim, grades 2-4 <https://www.getepic.com> -Explore Ancient Egypt, by Alex Kim, grades 2-4 <https://www.getepic.com>

Grade 6

Unit 2: River Valley Civilizations

DESIRED RESULTS

Standards

| New Jersey Student Learning Standards | Technology Standards |
|---|---|
| <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> <p>6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the</p> | <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>21st Century Life and Career Standards</p> <p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p> <p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</p> <p>9.4.8.DC.4: Explain how information shared</p> |

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| <p>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.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</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.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.</p> | <p>digitally is public and can be searched, copied, and potentially seen by public audiences.</p> <p>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</p> <p>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> |
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Learning Outcomes

| | |
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| <p><i>Students will understand....</i></p> <ul style="list-style-type: none"> ● How geography influenced the settlement and sustainability of ancient river valley civilizations. ● The differences in ancient maps to modern day maps. ● The different types of governments developed by the ancient river civilizations. ● How religion (Judaism, Hinduism, and Buddhism) impacts daily life, government, and culture in the ancient river valley civilizations. | <p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> ● How did geography influence the settlement and sustainability of ancient river valley civilizations (Mesopotamia, Indus River, Egypt)? ● How do the ancient civilizations' physical and political maps compare to modern day maps? ● What type of government did the ancient river civilizations (Mesopotamia, Indus River, Egypt) develop? ● How did religion (Judaism, Hinduism, and Buddhism) impact daily life, government, and culture? ● How did technology help improve the ancient river valley civilizations? ● Which major achievement created by the ancient river valley civilizations is most important? |
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ASSESSMENT

| Formative | Summative |
|--|---|
| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects |

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| <ul style="list-style-type: none"> ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |
| LEARNING PLAN | |
| Pacing Guide: 6-8 Weeks | |
| Recommended Learning Activities | |
| <ul style="list-style-type: none"> ● Create a map of one of the early river valley civilizations that illustrates the key geographic features that impacted civilization. ● List the pros and cons to the geographic features of the civilization. ● Color and label ancient and modern day political and physical maps. ● Create a Venn Diagram or essay to compare and contrast the maps. ● Nile vs. Indus River compare and contrast. ● Compare and contrast the governments of each civilization by completing a Venn diagram or writing an essay. ● Write a biography about an ancient Egyptian pharaoh or ruler (e.g. Tut, Cleopatra, Menes, Hatshepsut) and use examples or anecdotes to illustrate and elaborate characteristics of that person shown in a text. ● Hammurabi's laws versus modern laws packet. ● Biography web organizer peer rubric taken from readwritethink.org ● Complete a research project on a civilization and give a presentation. ● Complete a research project on an important person and give a presentation. ● Research a historical document and present the history of the document. ● Prepare a skit demonstrating an event from the time period. ● Compare and contrast an event from the time period to a modern event. ● Write a newspaper article about an event from this time period. ● Prepare a Google Slide presentation about a historical event or person from the time period. ● Prepare a scavenger hunt related to a historical event in the time period. ● Create a flip book about a specific historical event or person from the time period. ● Research a place from the time period and use Google Earth to compare it to the present day. ● Design a brochure about a place in the time period. ● Prepare a STEAM project designing a historical structure from the time period. ● Display a word wall related to people, places and events of the time period. | |
| Integrated Accommodations and Modifications | |
| Special Education, ELL and 504 <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology | Gifted and Talented <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games |

Frelinghuysen Township School District Social Studies Curriculum

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| <ul style="list-style-type: none"> ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play | <ul style="list-style-type: none"> ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study |
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Connections

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| <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology ● Character education ● Career Education | <p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications |
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Instructional and Supplemental Materials

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| <ul style="list-style-type: none"> ● Videos on Ancient Egypt the Nile River Valley https://www.youtube.com/watch?v=IBYmOuajdC8 https://www.youtube.com/watch?v=UHhsSAVzpVA ● Video of Ancient China https://www.youtube.com/watch?v=g9SGpnheXek ● History.com ● Discoveryeducation.com ● PBS.com short videos ● Maps (ancient and modern day) ● Our World outline map book ● www.ushistorysite.com ● Scholastic News ● Youtube ● www.handsonhistory.com ● https://www.ducksters.com/ ● https://kahoot.com/ ● https://www.icivics.org/ ● https://www.loc.gov/ Library of Congress ● https://www.archives.gov/education National Archives ● https://sheg.stanford.edu/history-lessons Stanford History Education Group ● https://classroomlaw.org/ ● https://smithsonianeducation.org ● https://constitutioncenter.org/ ● https://www.hippocampus.org/ ● https://www.discoveryeducation.com/community/virtual-field-trips/ ● Ed Tech Teacher list of best history websites http://besthistorysites.net/ ● https://www.zinnedproject.org/ ● http://www.digitalhistory.uh.edu/ ● https://mrnussbaum.com/history ● BrainPOP |
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Leveled Texts

- Advanced: -Valley of the Kings, Informational (nonfiction), Multilevel Book also available in levels N and W 1,633 words, Leveled Book, Level Z1, Lexile 1090L <https://www.raz-kids.com> - The Mystery of King Tut, Informational (nonfiction), Multilevel Book also available in levels Z and Z1 3,018 words, Leveled Book, Level Z2, Lexile 1100 <https://www.raz-kids.com>
- Intermediate: -Egypt Informational (nonfiction), Multilevel Book also available in levels U and X, 256 words, Leveled Book, Level J, Lexile 540L <https://www.raz-kids.com> -Nile River By Paul Manning grades 3-5 <https://www.getepic.com>
- Beginner: ANCIENT EGYPT, Informational (nonfiction) 482 words, Level L (Grade 2), Lexile 580L. <https://www.raz-kids.com>

Grade 6

Unit 3: The Ancient World

DESIRED RESULTS

Standards

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| <p>New Jersey Student Learning Standards</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> | <p>Technology Standards</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p> <p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</p> <p>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</p> <p>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</p> <p>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</p> |
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| <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>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.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>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).</p> <p>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.</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>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.</p> | <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> |
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Learning Outcomes

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| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● How geography and the availability of natural resources impact the classical civilizations. ● How geography and the availability of natural resources led to both the growth and demise of Greek city-states. ● The different ways that the classical civilizations used technology and innovations to improve their societies. ● How the social structures impacted the lives of people in classical civilizations. | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● How did geography and the availability of natural resources impact the classical (Greece, Rome, India, China) civilizations? ● How did geography and the availability of natural resources led to both the growth and demise of Greek city-states? ● How did classical civilizations use technology and innovations to improve their societies? ● How did social structures impact the lives of people in the classical civilizations? |
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| <ul style="list-style-type: none"> ● How to compare and contrast the power, wealth, and equality in social hierarchies in classical civilizations. ● The Chinese dynasties and how the dynasties helped China maintain power. ● How to list and explain the roles of citizens in Athens and Sparta. ● To compare and contrast the roles of citizens in Athens and Sparta to the roles of citizens in the United States today. ● To compare and contrast the American legal system and the legal system of Athens and Sparta. ● To list and explain the factors that led to the fall of the Roman, Indian, and Chinese empires | <ul style="list-style-type: none"> ● How did power, wealth, and equality differ between social hierarchies in classical civilizations? ● How did the Chinese dynastic system help China keep power for a long time? ● How did China’s dynastic system compare with Rome’s republic? ● How do the roles of citizens in Athens and Sparta compare to the roles of citizens in the United States today? ● How did the American legal system compare to the legal system of Athens and Sparta? ● What factors led to the fall of the Roman, Indian, and Chinese empires? |
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ASSESSMENT

| Formative | Summative |
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| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

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| <ul style="list-style-type: none"> ● Create a T-chart that explains how the geography and natural resources led to the growth and to the demise of Greek city-states. ● Create a foldable to explain the cause and effect relationship between the geography and available resources and the impact of these on the classical civilizations. ● Create a visual that details 3-5 items of technology and innovations and describe how they impacted the classical civilizations. ● Students will be able to independently read a nonfiction piece, give a presentation (using appropriate eye contact, adequate volume, and clear pronunciation) about an invention from an |
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Social Studies Curriculum

ancient classical civilization (China, Rome, Greece, or India) that includes an oral report and a visual (e.g., photograph, object, display) and hold an informal grand discussion on the material presented.

- Chinese Invention study.
- Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- Create a pyramid shaped hierarchy chart to list and explain the social structures and the role that people would have based on their status in society.
- Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 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.
- Create a foldable that details key information about each of the four major dynasties. Include information about how the dynasties allowed China to maintain power.
- Create a Venn Diagram or essay that compares the governing systems in China and Rome.
- Students will be able to read two different texts about the same topic in ancient history (e.g., Egypt, Greece, China). Then the students will compare and contrast the different texts by writing a compare/contrast essay.
- Create a visual (PowerPoint, Google Slide, poster, chart, etc.) that compares and contrasts the roles of citizens and government in Athens and Sparta with modern day America.
- Publish a newspaper or literary magazine about an ancient civilization (Greece) where each writing element is represented (e.g., analysis, inference, central idea, summary, individuals, settings, events, vocabulary) while citing specific evidence to support inferences from the text.
- Create a chart or foldable that explains the factors that led to the fall of the Roman, Indian, and Chinese empires.
- Create a Venn Diagram or other organizer to analyze the factors that led to the fall of each empire to determine the similarities and differences between the factors.
- Write a journal as a citizen from this time period.
- Complete a research project on a civilization and give a presentation.
- Complete a research project on an important person and give a presentation.
- Research a historical document and present the history of the document.
- Prepare a skit demonstrating an event from the time period.
- Compare and contrast an event from the time period to a modern event.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies

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| <ul style="list-style-type: none"> ● Games ● Kinesthetic Activity ● Role Play | <ul style="list-style-type: none"> ● Accelerated learning ● Independent study |
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Connections

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| Interdisciplinary Connections <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology ● Character education ● Career Education | 21st Century Skills and Career Education <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications |
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Instructional and Supplemental Materials

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| <ul style="list-style-type: none"> ● Scholastic News ● Youtube ● www.handsonhistory.com ● https://www.ducksters.com/ ● https://kahoot.com/ ● https://www.icivics.org/ ● https://www.loc.gov/ Library of Congress ● https://www.archives.gov/education National Archives ● https://sheg.stanford.edu/history-lessons Stanford History Education Group ● https://classroomlaw.org/ ● https://smithsonianeducation.org/ ● https://constitutioncenter.org/ ● https://www.hippocampus.org/ https://www.discoveryeducation.com/community/virtual-field-trips/ ● Ed Tech Teacher list of best history websites http://besthistorysites.net/ ● https://www.zinnedproject.org/ ● http://www.digitalhistory.uh.edu/ ● BrainPOP |
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Leveled Texts

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| <ul style="list-style-type: none"> ● Advanced: -Communication in the Ancient World by Lynn Peppas and Shipa Mehta-Jane grades 6+ https://www.getepic.com -Ancient Mesopotamia by Tom Head grades 6th - 7th https://www.getepic.com -Everything Ancient Egypt by Crispin Boyd grades 6+ https://www.getepic.com ● Intermediate: Ancient Rome by Michael DeMocker grades 4th - 6th https://www.getepic.com ● Beginner: Ancient Egypt by Tamra Orr grades 3rd - 5th https://www.getepic.com |
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Grade 6

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| Unit 4: New Forces In The World | |
| DESIRED RESULTS | |
| Standards | |
| New Jersey Student Learning Standards | Technology Standards |

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Social Studies Curriculum

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| <p>6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).</p> <p>6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).</p> <p>6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.</p> <p>6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</p> <p>6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p> <p>6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.</p> <p>6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p> <p>6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and</p> | <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>21st Century Life and Career Standards</p> <p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p> <p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</p> <p>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</p> <p>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</p> <p>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> |
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| <p>the effectiveness of each in promoting social, economic, and political order.</p> <p>6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.</p> <p>6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</p> <p>6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.</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> <p>6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p> <p>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.</p> <p>6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p> | |
| Learning Outcomes | |
| <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● How geography and the availability of natural resources impact the classical civilizations. ● The different ways that the classical civilizations used technology and innovations to improve their societies. ● How the social structures impacted the lives of people in classical civilizations. ● How to compare and contrast the power, wealth, and equality in social hierarchies in classical civilizations. ● The Chinese dynasties and how the dynasties helped China maintain power. ● To list and explain the factors that led to the fall of the Roman, Indian, and Chinese | <p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● How did geography and the availability of natural resources impact the classical civilizations? ● How did classical civilizations use technology and innovations to improve their societies? ● How did social structures impact the lives of people in the classical civilizations? ● How did power, wealth, and equality differ between social hierarchies in classical civilizations? ● How did the Chinese dynastic system help China keep power for a long time? ● What factors led to the fall of the Roman, Indian, and Chinese empires? |

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| <p>empires.</p> <ul style="list-style-type: none"> ● That Africa’s geography posed challenges and opportunities for development and trade. ● How geography impacted the forming of political, economic, and cultural centers of Europe and Japan as well as their interactions with the other parts of the world. | <ul style="list-style-type: none"> ● How did the geography of Africa pose challenges and opportunities for trade and development? ● How did geography influence the development of the political, economic, and cultural centers of Europe and Japan as well as their relationship with other parts of the world? |
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ASSESSMENT

| Formative | Summative |
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| <ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs | <ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments |
| Benchmark | Alternative |
| <ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series | <ul style="list-style-type: none"> ● Portfolio ● Performance assessments |

LEARNING PLAN

Pacing Guide: 6-8 Weeks

Recommended Learning Activities

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| <ul style="list-style-type: none"> ● Create a foldable to explain the cause and effect relationship between the geography and available resources and the impact of these on the classical civilizations. ● Create a visual that details 3-5 items of technology and innovations and describe how they impacted the classical civilizations. ● Students will be able to independently read a nonfiction piece, give a presentation (using appropriate eye contact, adequate volume, and clear pronunciation) about an invention from an ancient classical civilization (China, Rome, Greece, or India) that includes an oral report and a visual (e.g., photograph, object, display) and hold an informal grand discussion on the material presented. ● Chinese Invention study ● Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. ● 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. |
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- Create a foldable that details key information about each of the four major dynasties. Include information about how the dynasties allowed China to maintain power.
- Write a journal as a citizen from this time period.
- Complete a research project on a civilization and give a presentation.
- Complete a research project on an important person and give a presentation.
- Research a historical document and present the history of the document.
- Prepare a skit demonstrating an event from the time period.
- Compare and contrast an event from the time period to a modern event.
- Write a newspaper article about an event from this time period.
- Prepare a Google Slide presentation about a historical event or person from the time period.
- Prepare a scavenger hunt related to a historical event in the time period.
- Create a flip book about a specific historical event or person from the time period.
- Research a place from the time period and use Google Earth to compare it to the present day.
- Design a brochure about a place in the time period.
- Prepare a STEAM project designing a historical structure from the time period.
- Display a word wall related to people, places and events of the time period.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Scholastic News
- Youtube
- www.handsonhistory.com
- <https://www.ducksters.com/>
- <https://kahoot.com/>
- <https://www.icivics.org/>
- <https://www.loc.gov/> Library of Congress
- <https://www.archives.gov/education> National Archives

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Social Studies Curriculum

- <https://sheg.stanford.edu/history-lessons> Stanford History Education Group
- <https://classroomlaw.org/>
- <https://smithsonianeducation.org>
- <https://constitutioncenter.org/>
- <https://www.hippocampus.org/>
- <https://www.discoveryeducation.com/community/virtual-field-trips/>
- Ed Tech Teacher list of best history websites <http://besthistorysites.net/>
- <https://www.zinnedproject.org/>
- <http://www.digitalhistory.uh.edu/>
- BrainPOP

Leveled Texts

- Advanced: Life and Times of Genghis Khan by Jim Whiting grades 5th - 7th+ <https://www.getepic.com>
- Intermediate: -The Silk Road by Kathy Ceceri grades 4th - 6th <https://www.getepic.com> -The Great Wall of China, Informational (nonfiction) 1,899 words, Level Z1 (Grade 5+), Lexile 1110L, Multilevel Book also available in levels M and V. <https://www.raz-kids.com>
- Beginner: Life and Times of Genghis Khan by Jim Whiting grades 5th - 7th+ <https://www.getepic.com>