

**East Newark Public School**  
**Social Studies Curriculum**  
**Grade 4**



**Equity Statement:**

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

**Philosophy:**

The East Newark Public School District strives to prepare our twenty-first century students with the historical knowledge to analyze change--they must understand that history is a key to their future. In an interdependent world, it is necessary that our students learn about the common qualities that unite people, cultures, societies and economic systems and recognize the political and cultural barriers that impede dialogue. The social studies curriculum provides preparation and practice for lifelong citizenship skills. Citizenship in a democratic society requires the development of skills for critical thinking, decision-making, and participation. In a democratic society, citizens of all ages make decisions that affect themselves, their families, their communities, their nations, and the world. The social studies curriculum is designed to interact with learning from other disciplines. It integrates history, geography, economics, civics and contemporary issues with the other curricular areas. Social studies should allow students to experience topics in depth rather than covering a lot of material at the surface level. The curriculum will help develop well-informed, responsible citizens who will be productive members of society, and who have learned to work actively and cooperatively with others.

**Introduction:**

The curriculum has been developed to enhance and expand instruction by providing teachers with a framework for instruction that is aligned to the 2020 New Jersey Student Learning Standards. In this age of information, emphasis is placed not only on content, but on behavior that emphasizes reasoning and responsibility. In structuring learning experiences, the educator must assist students in making connections to real world experiences that make the learning relevant. Learning experiences should be active and inquiry based, with a variety of print and technology to encourage the adolescent learner to question and seek answers.

**Current Events:**

Current events are a key component of instruction and should be a regular component of every unit. Examination of the past and the connection it has to the present is critical. Students will be aware of current events on a state, national, and international level. To learn how these events affect them, students will watch and analyze news broadcasts by relating current events to classroom topics. Newspapers, periodicals, and other forms of digital media will be used to review events. Students will be encouraged to evaluate current events using higher order thinking skills such as analysis, synthesis, and evaluation. Students will understand how past experiences have influenced and continue to influence the present day.

### **Writing Across the Curriculum:**

In order for students to be successful writers, writing must take place in all content areas. Communication with the language arts teacher regarding the writing genres they have taught is crucial so that expectations for students are consistent across the content areas. Students should utilize their knowledge about writing to write about social studies content. The Social Studies teacher will provide regular opportunities for students to respond to topics related to the content in the forms of: Outlines, Captions, Political cartoons, Summaries, Journal entries, Open-ended questions, Essays, and Research projects.

### **Best Practices:**

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to providing students with:

- Regular opportunities to investigate topics in depth
- The ability to exercise choice and responsibility by choosing their own topics
- Opportunities for active participation in the classroom and the community
- Exploration of open-ended questions that challenge their thinking
- Opportunities for reading, writing, observing, discussing, and debating ideas
- Activities that include independent inquiry and cooperative learning
- Assessment of student learning that promotes lifelong responsible citizenship rather than the sole memorization of facts
- Strategies and tools to read and comprehend informational text

### **Amistad Commission and Holocaust Education:**

In order to meet the newly instated Amistad Commission Mandates, teachers and students will utilize <http://www.njamistadcurriculum.net/> as an online curriculum resource throughout the World Civilizations/Civics course. Instructors will also utilize online curricular materials from the New Jersey Commission on Holocaust Education from <https://www.nj.gov/education/holocaust/curriculum/> throughout this fourth grade course.

### **Heritage, History, and Awareness Months:**

In efforts to celebrate, study, and respect diversity, East Newark Public School encourages social studies teachers to develop lessons, activities, or experiences related to the following Heritage, History, and Awareness Months: **Hispanic-Latino, Disabled, Native American, Black American, Women, Autistic, Asian American and Pacific Islander, and LGBTQ+ history are American history.**

<b>Month</b>	<b>Heritage, History, Awareness</b>
September	Hispanic-Latino Heritage Month (September 15- October 15) Deaf Awareness Month
October	Learning Disabilities Awareness Month
November	Native American Heritage Month
February	Black History Month
March	Women's History Month
April	Autism Awareness Month
May	Asian-American and Pacific Islander History Month
June	LGBTQ+ Pride Month

**Grade 4 Scope and Sequence:**

<b>Unit</b>	<b>Estimated Pacing</b>
Geography	4 weeks
History	16 weeks
Civics and Government	7 weeks
Economics	6 weeks

Marking Period	Unit Title	Recommended Instructional Days
1	Geography	4 weeks
<b>NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p>Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.GeoPP.1:</b> Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li> <li>● <b>6.1.5.GeoPP.2:</b> 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.</li> </ul>	
<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.GeoSV.1:</b> Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</li> <li>● <b>6.1.5.GeoSV.2:</b> Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</li> <li>● <b>6.1.5.GeoSV.3:</b> Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</li> <li>● <b>6.1.5.GeoSV.4:</b> Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the</li> </ul>	<p><b><u>Essential Question/s:</u></b></p> <ol style="list-style-type: none"> <li>1. What are the themes of geography and how do they help us study the Earth?</li> <li>2. How are absolute and relative locations similar? How are they different?</li> <li>3. How and when is it important to use digital geographic tools, political maps, and globes?</li> <li>4. Describe the different types of maps, and explain why it is important to have different types of maps.</li> <li>5. What are the important things to consider when studying the geographical theme of place?</li> <li>6. When would it be important to learn about a location in terms of geographical place?</li> <li>7. What are the major locations, climate, and weather conditions found in New Jersey?</li> <li>8. What are the four regions of New Jersey? Where are the four regions of New Jersey located?</li> <li>9. What are the major physical characteristics of each region?</li> <li>10. What are the major human characteristics of each region?</li> </ol> <p><b><u>Activity Description:</u></b></p> <ul style="list-style-type: none"> <li>● Weekly article analysis</li> <li>● Primary source analysis</li> <li>● Vocabulary practice</li> <li>● Pick one of the themes of geography and create a poster to describe how it helps us study the Earth.</li> <li>● List and locate on a map the name of their town, county, state, and country.</li> </ul>

	<p>world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <ul style="list-style-type: none"> <li>● <b>6.1.5.GeoSV.5:</b> Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</li> </ul>	<ul style="list-style-type: none"> <li>● Write directions for using latitude and longitude on an alphanumeric grid to locate your state.</li> <li>● Think-Pair-Share: What other resources, like maps, can people use to help them know where to go or what to do?</li> <li>● Think about your own community, and write about ways in which you can help protect and positively impact the environment.</li> <li>● Write about ways in which people adapt to their environment. (Hint: consider clothing, food, housing, and transportation.)</li> <li>● Write about your home, and describe it using the geographical theme of space (types of homes, jobs, recreation, location, and natural resources).</li> <li>● Write a paragraph comparing and contrasting two regions of New Jersey. Be sure to mention physical and human characteristics.</li> <li>● Discuss: How do differences between regions encourage connection between communities?</li> </ul> <p><b>Interdisciplinary Connections: Content: NJSL#:</b></p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> <li>● RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>● RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>● RI-4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> <li>● RI.4.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> <li>● RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>● RI.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul> <p>Writing Standards:</p>
<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.GeoHE.1:</b> 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.</li> <li>● <b>6.1.5.GeoHE.2:</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</li> </ul>	
<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.GeoGI.1:</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</li> <li>● <b>6.1.5.GeoGI.4:</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li> </ul>	
<p>The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.EconEM.4:</b> 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.</li> </ul>	
<p>Certain dispositions help individuals contribute to the health of American democracy</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsCM.1:</b> Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</li> </ul>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		

Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<b>6.3.5.GeoHE.1:</b> Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.	<ul style="list-style-type: none"> <li>● W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)</li> <li>● W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)</li> <li>● W.4.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>● W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> </ul>
<b>Social Studies Practices</b>		
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Participation in class discussions</li> <li>● Exit tickets</li> <li>● Quizzes</li> <li>● In-class assignments/activities</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>● Writing Prompts</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Unit tests</li> </ul>

<ul style="list-style-type: none"> <li>Map/Vocabulary Activity</li> </ul>		<ul style="list-style-type: none"> <li>Unit projects</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>New Jersey Studies Weekly Student Magazine</li> <li>Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>New Jersey Studies Weekly Student Magazine (modified articles)</li> <li>Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>New Jersey Studies Weekly Student Magazine (translated articles)</li> <li>Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>New Jersey Studies Weekly Student Magazine</li> <li>Teacher created reading guides and presentations</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>Chromebooks</li> <li>SmartBoard</li> <li>IXL</li> <li>Teacher Online Resources</li> <li>Newsela.com</li> <li>Quizlet</li> <li>Kahoot</li> <li><a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a></li> <li><a href="https://www.icivics.org/">https://www.icivics.org/</a></li> <li>Applicable educational videos</li> </ul>			
<b>Other:</b> <ul style="list-style-type: none"> <li>Glossary</li> <li>Map/Atlas of the World</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphic organizers for additional support or encourage students to create digital multimedia to</li> </ul>	<ul style="list-style-type: none"> <li>Utilize visual supports and graphic organizers</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> </ul>



	<p>showcase knowledge.</p> <ul style="list-style-type: none"> <li>● Use prompts and model directions</li> <li>● Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>	<p>during read alouds, and scaffold talk during whole class and small group discussions</p> <ul style="list-style-type: none"> <li>● Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>● Modeling or independent student-led research</li> <li>● Use of higher leveled text and/or writing assignments</li> </ul>
<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept: Career Awareness and Planning</b></p>		
	<p><b>Core Ideas:</b></p>	<p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>	
	<p><b>Performance Expectation/s:</b></p>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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).</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● 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).</li> </ul>	
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>		
<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community members and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>			

Marking Period	Unit Title	Recommended Instructional Days
1-2	History of the United States	16 weeks
<b>NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>1. What life forms existed in prehistoric New Jersey?</li> <li>2. What are ways to be a good citizen?</li> <li>3. What are ways to show respect?</li> <li>4. What role did American Indians play in New Jersey history?</li> <li>5. Which early explorers contributed to early New Jersey's history?</li> <li>6. What were the positive and negative effects of colonists settling in what is now New Jersey?</li> <li>7. Why was the fur trade important in New Jersey?</li> <li>8. Why was slavery a huge market for trade in America and around the globe?</li> <li>9. How did the English take over New Jersey?</li> <li>10. What was colonial life like in New Jersey?</li> <li>11. What was early education like in New Jersey?</li> <li>12. What events led to the Revolutionary War?</li> <li>13. What ideas are found in the Declaration of Independence?</li> <li>14. Which major Revolutionary War battles were fought in New Jersey? What impact did these battles have on American colonists?</li> <li>15. What are some characteristics of New Jersey today, and how might it change in the future?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>• Weekly article analysis</li> <li>• Primary source analysis</li> <li>• Vocabulary practice</li> <li>• Describe the Lenni Lenape who inhabited what is now New Jersey.</li> <li>• Describe the location of the Northwest Passage and tell the period of time that explorers were searching for it.</li> </ul>
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> <li>• <b>6.1.5.GeoPP.5:</b> Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</li> </ul>	
The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.	<ul style="list-style-type: none"> <li>• <b>6.1.5.GeoPP.6:</b> Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</li> </ul>	
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<ul style="list-style-type: none"> <li>• <b>6.1.5.GeoSV.5:</b> Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</li> </ul>	
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> <li>• <b>6.1.5.GeoHE.3:</b> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</li> </ul>	
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none"> <li>• <b>6.1.5.GeoGI.2:</b> Use historical maps to explain what led to the exploration of new water and land routes.</li> <li>• <b>6.1.5.GeoGI.3:</b> Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</li> </ul>	
Chronological sequencing helps us track events over time.	<ul style="list-style-type: none"> <li>• <b>6.1.5.HistoryCC.1:</b> Analyze key historical events from the past to explain how they</li> </ul>	

	<p>led to the creation of the state of New Jersey and the United States.</p> <ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryCC.2:</b> Use a variety of sources to illustrate how the American identity has evolved over time.</li> </ul>	
<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryCC.4:</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</li> <li>● <b>6.1.5.HistoryCC.5:</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>● <b>6.1.5.HistoryCC.6:</b> 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.</li> <li>● <b>6.1.5.HistoryCC.7:</b> Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> <li>● <b>6.1.5.HistoryCC.8:</b> 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</li> <li>● <b>6.1.5.HistoryCC.10:</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>● <b>6.1.5.HistoryCC.11:</b> 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.</li> <li>● <b>6.1.5.HistoryCC.12:</b> Determine the roles of religious freedom and participatory government in various North American colonies.</li> <li>● <b>6.1.5.HistoryCC.13:</b> Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</li> <li>● <b>6.1.5.HistoryCC.14:</b> Compare the practice of slavery and indentured servitude in Colonial labor systems.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss the Age of Reptiles and the Age of Mammals and name some of the creatures that existed during these periods of time.</li> <li>● Using a picture, students will identify various aspects of Shawnee culture.</li> <li>● Research Dutch explorer Henry Hudson and create a poster detailing his major explorations and accomplishments.</li> <li>● Define “maritime” and name some of the maritime explorers of what is now New Jersey.</li> <li>● List the main countries involved in the exploration of the northeast part of North America: the Dutch, English and French.</li> <li>● Writing prompt: Discuss the rise and fall of the first colonists in what is now New Jersey.</li> <li>● Analyze the relationship that developed between the American Indians and Europeans because of the fur trade.</li> <li>● Work in small groups to research slavery in New Jersey. Investigate when, how, and why enslaved people were brought to New Jersey, learn the process of the slave market in New Jersey, and learn how people were abducted from their homes and forced into a harsh journey to North America and other parts of the world. Then research abolitionists in New Jersey and how they worked to eventually abolish slavery. Organize your information using Google Slides.</li> <li>● Use a Venn Diagram to compare and contrast slavery and indentured servitude in the North American colonies.</li> <li>● Discuss the type of education, celebrations and chores of the colonists.</li> <li>● Define tax, discuss what taxes are used for, and list how we, as Americans, can protest about taxes today.</li> <li>● Study the Boston Massacre, the Stamp and Tea Act and the Boston Tea Party as major events preceding the Revolutionary War. Choose one of the events and make a poster describing what happened and the impact it had.</li> <li>● Use a Venn Diagram to compare and contrast the opinions held by colonists regarding British rule.</li> <li>● In pairs, study the Second Continental Congress and the creation of the Declaration of Independence.</li> <li>● Use a graphic organizer to analyze the major Revolutionary War battles fought in New Jersey, who won those battles and the impact on the American colonists.</li> <li>● Study the motivations for the rise in immigration to the United States; consider the attitudes of Americans towards the influx of immigrants and the contributions these immigrants provided to American culture; study Ellis Island and its pivotal role in U.S.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryCC.15:</b> 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).</li> </ul>	<p>immigration; learn about the harsh living and working conditions of these immigrants - then, write a series of diary entries from the perspective of a young person who just came to the United States.</p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p>Events may be viewed differently based on one's perspective.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryUP.1:</b> 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.</li> <li>● <b>6.1.5.HistoryUP.2:</b> Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>● <b>6.1.5.HistoryUP.3:</b> Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</li> <li>● <b>6.1.5.HistoryUP.4:</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</li> </ul>	<p><b>Interdisciplinary Connections: Content: NJSL#:</b></p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> <li>● RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>● RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>● RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> <li>● RI.4.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> <li>● RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>● RI.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul>
<p>Historical records are shaped by the society that the creator lived in.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryUP.7:</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>	
<p>There are a variety of sources that help us understand the past.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistorySE.1:</b> 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.</li> </ul>	<p>Writing Standards:</p> <ul style="list-style-type: none"> <li>● W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)</li> <li>● W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)</li> <li>● W.4.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>● W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>
<p>Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistorySE.2:</b> Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</li> </ul>	
<p>Historians use evidence from multiple sources to support their claims and arguments about the past.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryCA.1:</b> 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.</li> </ul>	

<b>NJSLS - Active Citizenship in the 21st Century 6.3</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>		Technology: <ul style="list-style-type: none"> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> </ul>
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<b>6.3.5.CivicsPD.3:</b> Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.	
<b>Social Studies Practices</b>		
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>		
<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<b><u>Formative Assessments:</u></b>		<b><u>Benchmarks:</u></b>

<ul style="list-style-type: none"> <li>• Participation in class discussions</li> <li>• Exit tickets</li> <li>• Quizzes</li> <li>• In-class assignments/activities</li> <li>• Map/Vocabulary Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Prompts</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Unit tests</li> <li>• Unit projects</li> </ul>
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**Differentiated Student Access to Content:  
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <li>• New Jersey Studies Weekly Student Magazine</li> <li>• Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• New Jersey Studies Weekly Student Magazine (modified articles)</li> <li>• Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• New Jersey Studies Weekly Student Magazine (translated articles)</li> <li>• Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• New Jersey Studies Weekly Student Magazine</li> <li>• Teacher created reading guides and presentations</li> </ul>

**Supplemental Resources**

<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• SmartBoard</li> <li>• IXL</li> <li>• Teacher Online Resources</li> <li>• Newsela.com</li> <li>• Quizlet</li> <li>• Kahoot</li> <li>• <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a></li> <li>• <a href="https://www.icivics.org/">https://www.icivics.org/</a></li> <li>• Applicable educational videos</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Map/Atlas of the World</li> </ul>
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**Differentiated Student Access to Content:  
Recommended Strategies & Techniques**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
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<ul style="list-style-type: none"> <li>Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>Utilize visual supports and graphic organizers</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>Modeling or independent student-led research</li> <li>Use of higher leveled text and/or writing assignments</li> </ul>
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept: Career Awareness and Planning</b></p>	
	<p><i>Core Ideas:</i></p>	<p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> <li>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).</li> <li>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).</li> <li>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>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).</li> </ul>
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	
<ul style="list-style-type: none"> <li>Act as a responsible and contributing community members and employee.</li> <li>Attend to financial well-being.</li> <li>Consider the environmental, social and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership and effective management</li> <li>Plan education and career paths aligned to personal goals.</li> <li>Use technology to enhance productivity increase collaboration and communicate effectively.</li> </ul>		

- Work productively in teams while using cultural/global competence.

Marking Period	Unit Title	Recommended Instructional Days
3	Civics and Government	7 weeks
<p align="center"><b>NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:</b></p>		<p align="center"><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b></p>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p>In a representative democracy, individuals play a role in how government functions.</p>	<ul style="list-style-type: none"> <li>• <b>6.1.5.CivicsPI.1:</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</li> <li>• <b>6.1.5.CivicsPI.2:</b> Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</li> </ul>	
<p>In a representative democracy, individuals elect representatives to act on the behalf of the people.</p>	<ul style="list-style-type: none"> <li>• <b>6.1.5.CivicsPI.3:</b> Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</li> </ul>	
<p>Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</p>	<ul style="list-style-type: none"> <li>• <b>6.1.5.CivicsPI.4:</b> Describe the services our government provides the people in the community, state and across the United States.</li> <li>• <b>6.1.5.CivicsPI.6:</b> Distinguish the roles and responsibilities of the three branches of the national government.</li> <li>• <b>6.1.5.CivicsPI.9:</b> Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</li> </ul>	<p><b><u>Essential Question/s:</u></b></p> <ol style="list-style-type: none"> <li>1. What is the purpose of the government?</li> <li>2. How does the United States government function?</li> <li>3. How can you solve a conflict peacefully?</li> <li>4. What state was the United States at the conclusion of the Revolutionary War?</li> <li>5. Why is the Constitution of the United States important?</li> <li>6. How does the Constitution protect the rights of American citizens?</li> <li>7. How does the Bill of Rights protect the rights of individuals?</li> <li>8. What is the importance of the Mayflower Compact?</li> <li>9. How do Americans influence the creation of laws today?</li> <li>10. How does the Bill of Rights protect Americans?</li> <li>11. What rights are guaranteed to citizens by the Bill of Rights?</li> <li>12. What were the civic leadership qualities and historical contributions of Washington, Jefferson, Hancock, Franklin, Madison, and Hamilton?</li> <li>13. What were some of the milestones of slavery in New Jersey?</li> <li>14. What are the similarities between slavery and women's rights?</li> <li>15. How did industry change after the Civil War?</li> <li>16. What inventors and inventions came from New Jersey?</li> </ol> <p><b><u>Activity Description:</u></b></p> <ul style="list-style-type: none"> <li>• Weekly article analysis</li> <li>• Primary source analysis</li> <li>• Vocabulary practice</li> </ul>



<p>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsPD.3:</b> Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss: What role do citizens play in governing in the United States?</li> <li>● List and describe the three branches of government. Include their leadership positions and responsibilities.</li> <li>● If you were creating a budget for your city, how would you spend the money collected in taxes to improve life for your citizens? Create a poster displaying your ideas.</li> <li>● Think-Pair-Share: Can you think of something you have said or done recently that would detract from the feeling of common good at your school? What can you do to mend what you said or did? What can you do differently the next time you are in a similar situation?</li> <li>● Relate a key historical document (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, or the Bill of Rights) to present-day government and citizenship.</li> <li>● Discuss: Why do you think it was important for the Founding Fathers to include a statement about the "pursuit of happiness" in the Declaration of Independence?</li> <li>● The First Amendment guarantees the rights of freedom of religion, freedom of speech, and freedom of the press. Choose one of these rights and write a paragraph on how it applies to you and how you and your family practice this right in your daily life.</li> <li>● In small groups, discuss ways that you can respectfully exercise your first amendment rights.</li> <li>● Choose two of our Founders and create a Google Slides Presentation to depict an organized comparison of their accomplishments, similarities, and differences.</li> <li>● Create a poster to describe the functional principles of the U.S. Constitution, including the Bill of Rights.</li> <li>● Discuss the rights provided by the Bill of Rights.</li> <li>● List and explain the three branches of government in New Jersey.</li> <li>● Describe in writing or by drawing the process of how a bill becomes a law in New Jersey.</li> <li>● Research project: Describe the Underground Railroad and how it helped slaves to freedom. Then choose one of the following abolitionists (Sojourner Truth, Frederick Douglass, and Harriet Tubman) and describe their contributions</li> <li>● Writing prompt: Define suffrage and describe the plight of women prior to the women's suffrage movement. Evaluate the contributions of two of the leaders for women's suffrage, describe the events at the first women's rights convention in Seneca Falls, and explain how Frederick Douglass encouraged the women's suffrage movement.</li> </ul>
<p>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsDP.2:</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li> <li>● <b>6.1.5.CivicsDP.3:</b> Describe the role of religious freedom and participatory government in various North American colonies.</li> </ul>	
<p>Individuals have the right to be safe and not to be bullied or discriminated against.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsHR.4:</b> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> </ul>	
<p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsCM.3:</b> Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</li> <li>● <b>6.1.5.CivicsCM.5:</b> Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</li> <li>● <b>6.1.5.CivicsCM.6:</b> Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</li> </ul>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		
<p>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</p>	<ul style="list-style-type: none"> <li>● <b>6.3.5.CivicsPD.1:</b> Develop an action plan that addresses issues related to climate change and share with school and/or community members.</li> <li>● <b>6.3.5.CivicsPD.2:</b> Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</li> </ul>	

<b>Social Studies Practices</b>		<ul style="list-style-type: none"> <li>Analyze the events of the Industrial Revolution. Discuss the plight of children in the workforce prior to the 1900s.</li> <li>Write a newspaper article about a famous inventor from New Jersey.</li> </ul> <p><b>Interdisciplinary Connections: Content: NJSL#:</b></p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> <li>RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> <li>RI.4.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> <li>RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>RI.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul> <p>Writing Standards:</p> <ul style="list-style-type: none"> <li>W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)</li> <li>W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)</li> <li>W.4.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul> <p>Technology:</p>
<ul style="list-style-type: none"> <li>Developing Questions and Planning Inquiry</li> <li>Gathering and Evaluating Sources</li> <li>Seeking Diverse Perspectives</li> <li>Developing Claims and Using Evidence</li> <li>Presenting Arguments and Explanations</li> <li>Engaging in Civil Discourse and Critiquing Conclusions</li> <li>Taking Informed Action</li> </ul>		
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>	
<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self-Management</li> <li>Responsible Decision Making</li> <li>Social Awareness</li> <li>Relationship Skills</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Emotional Awareness</li> <li>Internal Regulation</li> <li>Behavior Control</li> <li>Goal Persuance</li> <li>Appreciating Social and Environment Diversity</li> <li>Adaptive Behavior</li> <li>Communication</li> <li>Social Engagement</li> <li>Constructive Thinking</li> <li>Consequence Evaluation</li> <li>Respect for Self and Others</li> <li>Enthusiasm</li> <li>Initiative</li> <li>Resilience</li> </ul>	

		<ul style="list-style-type: none"> <li>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Participation in class discussions</li> <li>Exit tickets</li> <li>Quizzes</li> <li>In-class assignments/activities</li> <li>Map/Vocabulary Activity</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>Writing Prompts</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Unit tests</li> <li>Unit projects</li> </ul>	
<b>Differentiated Student Access to Content:  Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources  IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>New Jersey Studies Weekly Student Magazine</li> <li>Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>New Jersey Studies Weekly Student Magazine (modified articles)</li> <li>Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>New Jersey Studies Weekly Student Magazine (translated articles)</li> <li>Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>New Jersey Studies Weekly Student Magazine</li> <li>Teacher created reading guides and presentations</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>Chromebooks</li> <li>SmartBoard</li> <li>IXL</li> <li>Teacher Online Resources</li> <li>Newsela.com</li> <li>Quizlet</li> <li>Kahoot</li> <li><a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a></li> <li><a href="https://www.icivics.org/">https://www.icivics.org/</a></li> <li>Applicable educational videos</li> </ul>			
<b>Other:</b>			

- Glossary
- Map/Atlas of the World

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>• Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Use prompts and model directions</li> <li>• Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize visual supports and graphic organizers</li> <li>• Use prompts and model directions</li> <li>• Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>• Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>• Modeling or independent student-led research</li> <li>• Use of higher leveled text and/or writing assignments</li> </ul>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b> Career Awareness and Planning	
	<b>Core Ideas:</b>	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> <li>• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>• 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).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	

	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community members and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>
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Marking Period	Unit Title	Recommended Instructional Days
4	Economics	4 weeks
<b>NJSLS - World History/Global Studies 6.2</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>
<b><i>Core Ideas:</i></b>	<b><i>Performance Expectation:</i></b>	
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	<b>6.1.5.EconET.1:</b> Identify positive and negative incentives that influence the decisions people make.	<b><u>Essential Question/s:</u></b> 1. What is the difference between needs and wants? 2. How do needs and wants affect our choices? 3. How does supply and demand affect the price of goods and services? 4. What is scarcity, and how does it affect the price of goods and services? 5. What is opportunity cost, and what does it mean for consumers? 6. What is interdependence, and how do imports and exports help to meet the needs of our country? 7. What resources are important to New Jersey’s economy? 8. How has the development of transportation systems helped New Jersey’s economy grow? 9. What role has geography and location played in the economic development of New Jersey? 10. What industries are important to the economy of New Jersey?
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	<b>6.1.5.EconET.3:</b> Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	<ul style="list-style-type: none"> <li>● <b>6.1.5.EconEM.1:</b> Explain why individuals and businesses specialize and trade.</li> <li>● <b>6.1.5.EconEM.2:</b> Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</li> <li>● <b>6.1.5.EconEM.4:</b> Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor</li> </ul>	

	force play in economic opportunities.	<p>11. Describe the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship.</p> <p>12. What are the qualities of entrepreneurs in a capitalistic society?</p> <p>13. How does competition among buyers affect prices?</p> <p>14. How does competition among sellers affect prices?</p> <p>15. What are the characteristics of traditional, command, and market economies?</p> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>• Weekly article analysis</li> <li>• Primary source analysis</li> <li>• Vocabulary practice</li> <li>• Think-Pair-Share: What are needs and wants, and how do needs and wants affect our choices?</li> <li>• In groups of three, list out three important needs that you all share. Discuss ways that these needs are met or ways to help get these needs met. What can happen in the afternoon at school if you don't eat your lunch before going to recess?</li> <li>• Writing prompt: A drought caused the wheat crop to be reduced. Write about the effect on the economy (pricing, imports, exports, opportunity cost).</li> <li>• Discuss: What can happen when not enough goods are available in a community? Can you think of a specific example of this happening?</li> <li>• Discuss: In what ways do you see trade between consumers and producers impacting communities? Can you think of any threats to consumers and producers working together?</li> <li>• Choose an important New Jersey industry. Write a paragraph about how this industry contributes to the economic success of the state.</li> <li>• Think-Pair-Share: How are you an important part of the economy?</li> <li>• Use a Venn Diagram to compare and contrast market and command economies.</li> <li>• Writing prompt: How do supply and demand inform and drive our economy?</li> <li>• Create your own business in your neighborhood. As an entrepreneur, list and describe what you need for your business. This includes what you need to know about your neighborhood, what supplies you would need, where you would get the capital to start your business, and how you would advertise.</li> </ul> <p><b>Interdisciplinary Connections: Content: NJSL#:</b></p> <p>Reading Standards for Informational Text:</p>
The government uses a variety of tools to pay for goods and services it provides to individuals and communities	<b>6.1.5.EconNM.1:</b> Explain the ways in which the government pays for the goods and services it provides.	
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	<ul style="list-style-type: none"> <li>• <b>6.1.5.EconNM.2:</b> Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</li> <li>• <b>6.1.5.EconNM.3:</b> Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</li> <li>• <b>6.1.5.EconNM.4:</b> Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> <li>• <b>6.1.5.EconNM.7:</b> Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> </ul>	
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<ul style="list-style-type: none"> <li>• <b>6.1.5.EconGE.1:</b> Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</li> <li>• <b>6.1.5.EconGE.2:</b> 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.</li> <li>• <b>6.1.5.EconGE.4:</b> Compare and contrast how the availability of resources affects people across the world differently.</li> </ul>	
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.9:</b> Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.	
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<b>6.1.5.GeoHE.2:</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).	
<b>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand:</b>		

<b>Disciplinary Concept:</b>		<ul style="list-style-type: none"> <li>● RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>● RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>● RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> <li>● RI.4.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> <li>● RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>● RI.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul> <p>Writing Standards:</p> <ul style="list-style-type: none"> <li>● W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)</li> <li>● W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)</li> <li>● W.4.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>● W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> </ul>	
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	<b>6.3.5.EconET.1:</b> Investigate an economic issue that impacts children and propose a solution.		
<b>Social Studies Practices</b>			
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>			
<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>		
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>			<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>

<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Participation in class discussions</li> <li>• Exit tickets</li> <li>• Quizzes</li> <li>• In-class assignments/activities</li> <li>• Map/Vocabulary Activity</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Writing Prompts</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Unit tests</li> <li>• Unit projects</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>• New Jersey Studies Weekly Student Magazine</li> <li>• Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• New Jersey Studies Weekly Student Magazine (modified articles)</li> <li>• Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• New Jersey Studies Weekly Student Magazine (translated articles)</li> <li>• Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• New Jersey Studies Weekly Student Magazine</li> <li>• Teacher created reading guides and presentations</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• SmartBoard</li> <li>• IXL</li> <li>• Teacher Online Resources</li> <li>• Newsela.com</li> <li>• Quizlet</li> <li>• Kahoot</li> <li>• <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a></li> <li>• <a href="https://www.icivics.org/">https://www.icivics.org/</a></li> <li>• Applicable educational videos</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Map/Atlas of the World</li> </ul>			
<b>Differentiated Student Access to Content: Recommended Strategies &amp; Techniques</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>



<ul style="list-style-type: none"> <li>Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>Utilize visual supports and graphic organizers</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>Modeling or independent student-led research</li> <li>Use of higher leveled text and/or writing assignments</li> </ul>
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept: Career Awareness and Planning</b></p>	
	<p><i>Core Ideas:</i></p>	<p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> <li>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).</li> <li>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).</li> <li>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>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).</li> </ul>
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	
<ul style="list-style-type: none"> <li>Act as a responsible and contributing community members and employee.</li> <li>Attend to financial well-being.</li> <li>Consider the environmental, social and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership and effective management</li> <li>Plan education and career paths aligned to personal goals.</li> <li>Use technology to enhance productivity increase collaboration and communicate effectively.</li> </ul>		

- Work productively in teams while using cultural/global competence.

New Jersey Legislative Statutes and Administrative Code  
 (place an "X" before each law/statute if/when present within the curriculum map)

x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>
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