

## Social Studies

<b>Unit</b>	Unit 1: Geographic Tools
<b>Unit Duration</b>	8 weeks
<b>Unit Goals</b>	
<b>NJSLS</b>	<ul style="list-style-type: none"> <li>● A map is a symbolic representation of selected characteristics of a place. (1139213)</li> <li>● <b>6.1.2.Geo.SV.1</b> Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). (6.1.2.Geo.SV.1)</li> <li>● <b>6.1.2.Geo.SV.2</b> 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).</li> <li>● <b>6.1.2.Geo.SV.3</b> Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</li> <li>● <b>6.1.2.Geo.SV.4</b> 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).</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● To what extent does the use of geographic tools help us understand our place in the world and in the Washington community?</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Map features are important to use to effectively locate and identify places.</li> <li>● Maps and globes have different features and are used differently depending upon the purpose.</li> <li>● A variety of maps can be used to locate, navigate, or learn about a place.</li> <li>● Places on a map have distinct geographic locations.</li> <li>● Geographic tools help people understand their place in the world.</li> <li>● The United States is made up of 50 different states.</li> <li>● Recognize the features of a map (e.g., compass rose, map key, symbols, title).</li> <li>● Analyze the features and uses for both maps and globes and discuss how they are the same and different (e.g., a map is flat and a globe is a model of the earth).</li> <li>● Compare and contrast different map uses (e.g., road map versus a park map, world map versus a state or town map, globes versus flat maps) and map views (e.g., bird’s eye view versus street view versus airplane view).</li> <li>● Locate places on a map (e.g., grid map) and identify spatial location on a small scale map (e.g., seat in the classroom).</li> <li>● Identify their global address in relationship to the world (e.g., street, community, county, state, country, continent, world).</li> <li>● Identify the location of New Jersey and its neighboring states on a map.</li> </ul>

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<p><b>Interdisciplinary Standards</b></p>	<ul style="list-style-type: none"> <li>● Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (NJLSA.R7)</li> <li>● Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text (RI.2.7)</li> <li>● Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.2.1A)</li> <li>● Build on others' talk in conversations by linking their explicit comments to the remarks of others (SL.2.1B)</li> <li>● Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1C)</li> <li>● Develop a model to represent the shapes and kinds of land and bodies of water in an area. <i>[Assessment Boundary: Assessment does not include quantitative scaling in models.] (2-ESS2-2)</i></li> </ul>
<p><b>NJSLS Content Area Practices Social Studies Practices</b></p>	<ul style="list-style-type: none"> <li>● Seeking Diverse Perspectives (SSP3)</li> <li>● Developing Questions and Planning Inquiry (SSP1)</li> <li>● Gathering and Evaluating Sources (SSP2)</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<ul style="list-style-type: none"> <li>● There are actions an individual can take to help make this world a better place. (9.1.2.CR.CI.1)</li> <li>● Different types of jobs require different knowledge and skills. (9.1.2.CAP.CI.1)</li> <li>● Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). (9.4.2.CI.1)</li> <li>● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. (9.4.2.CT.CI.1)</li> <li>● Use a variety of types of thinking to solve problems (e.g., inductive, deductive). (9.4.2.CT.3)</li> </ul>
<p><b>Career Ready Practices</b></p>	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing citizen and employee. (CRP1)</li> <li>● Apply appropriate academic and technical skills. (CRP2)</li> <li>● Communicate clearly and effectively and with reason. (CRP4)</li> <li>● Demonstrate creativity and innovation. (CRP6)</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8)</li> <li>● Use technology to enhance productivity. (CRP11)</li> </ul>
<p><b>Computer Science and Design Thinking</b></p>	<ul style="list-style-type: none"> <li>● Individuals collect, use, and display data about individuals and the world around them. (1144927)</li> <li>● Data can be used to make predictions about the world. (1144929)</li> <li>● Identify and describe patterns in data visualizations. (8.1.2.DA.3)</li> <li>● Make predictions based on data using charts or graphs. (8.1.2.DA.4)</li> </ul>

**Resources and Technology Integration**

- TCI – Social Studies Alive
- Scholastic Magazine
- Brain Pop Jr.

**Assessments**

- Ask questions
- Define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Formative assessment
- Teacher observation
- Class discussion
- Venn diagram

<b>Unit</b>	Economics (Wants/Needs)
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<b>Unit Duration</b>	8 weeks
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**Unit Goals**

<b>NJSLS</b>	<ul style="list-style-type: none"> <li>● Individuals make decisions based on their needs, wants, and the availability of resources. (1139236)</li> <li>● Limited resources influence choices. (1139237)</li> <li>● Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). (1139238)</li> <li>● Goods and services are produced and exchanged in multiple ways. (1139247)</li> <li>● The availability of resources influences current and future economic conditions. (1139254)</li> <li>● Governments play an economic role in the lives of individuals and communities. (1139255)</li> <li>● There are benefits to trading goods and services with other countries. (1139261)</li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>● <b>6.1.2.CivicsPD.2</b> Establish a process for how individuals can effectively work together to make decisions.</li> <li>● <b>6.1.2.Geo.GI.1</b> Explain why and how people, goods, and ideas move from place to place.</li> <li>● <b>6.1.2.EconET.1</b> Explain the difference between needs and wants.</li> <li>● <b>6.1.2.EconET.2</b> Cite examples of choices people make when resources are scarce.</li> <li>● <b>6.1.2.EconET.3</b> Describe how supply and demand influence price and output of products.</li> <li>● <b>6.1.2.EconET.4</b> Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</li> <li>● <b>6.1.2.EconEM.1</b> Describe the skills and knowledge required to produce specific goods and services.</li> <li>● <b>6.1.2.EconEM.2</b> Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</li> <li>● <b>6.1.2.EconEM.3</b> Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</li> <li>● <b>6.1.2.EconNE.1</b> Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</li> <li>● <b>6.1.2.EconNE.2</b> Describe examples of goods and services that governments provide.</li> <li>● <b>6.1.2.EconGE.1</b> Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</li> <li>● <b>6.1.2.EconGE.2</b> Explain why people in one country trade goods and services with people in other countries.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● In what ways are people both producers and consumers and why is that important?</li> <li>● How do the goods and services that Washington offers meet the needs and wants of its citizens?</li> </ul>
<p><b>Student Outcomes</b></p>	<ul style="list-style-type: none"> <li>● The process behind how consumers and producers influence how goods and services meet community needs and wants.</li> <li>● Specific examples of goods and services within the Washington community.</li> <li>● Goods are produced using specific skills and distributed globally.</li> <li>● There is a relationship between consumers, producers, goods and services.</li> <li>● How their families contribute to the economic process of the community.</li> <li>● Scarcity or high demand of an item causes individuals and communities to make choices.</li> <li>● Identify and interpret needs and wants.</li> <li>● Describe ways individuals, groups, and/or families attempt to satisfy their basic needs and wants based on the availability of resources (e.g., water, food, natural resources).</li> <li>● Define and give examples of goods, services, consumers and producers.</li> <li>● Identify goods and services within Washington.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Create examples to show how their families contribute to the economic process of Washington.</li> <li>● Explore how an insufficient amount of goods affect individual and community choice (e.g., high demand of a toy causes less availability and higher prices).</li> </ul>
<p><b>Interdisciplinary Standards</b></p>	<ul style="list-style-type: none"> <li>● Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)</li> <li>● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2)</li> <li>● Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? (2.MD.C.8)</li> <li>● Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. (2.MD.D.10)</li> <li>● Make observations of plants and animals to compare the diversity of life in different habitats. <i>[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.]</i> <i>[Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]</i> (2-LS4-1)</li> </ul>
<p><b>NJSLS Content Area Practices Social Studies Practices</b></p>	<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry (SSP1)</li> <li>● Gathering and Evaluating Sources (SSP2)</li> <li>● Developing Claims and Using Evidence (SSP4)</li> <li>● Presentation Arguments and Explanations (SSP5)</li> <li>● Taking Informed Actions (SSP7)</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<ul style="list-style-type: none"> <li>● Money comes in different values, forms, and uses. (9.1.2.FI.CI.1)</li> <li>● Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards). (9.1.2.FI.1)</li> <li>● There is a relationship between an individual’s values, emotions, and the ways he/she chooses to spend money. (9.1.2.FP.CI.1)</li> <li>● External factors can influence the items that an individual wants or needs. (9.1.2.FP.CI.2)</li> <li>● Explain how emotions influence whether a person spends or saves. (9.1.2.FP.1)</li> <li>● Differentiate between financial wants and needs. (9.1.2.FP.2)</li> <li>● Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). (9.1.2.FP.3)</li> <li>● A budget is a plan that helps an individual obtain his/her financial goals. (9.1.2.PB.CI.1)</li> <li>● Saving money is a habit that can be developed. (9.1.2.PB.CI.2)</li> <li>● There are ways to keep the things we value safely at home and other places. (9.1.2.RM.CI.1)</li> <li>● Describe how valuable items might be damaged or lost and ways to protect them. (9.1.2.RM.1)</li> <li>● Income is received from work in different ways including regular payments, tips, commissions, and benefits. (9.1.2.CAP.CI.2)</li> </ul>

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	<ul style="list-style-type: none"> <li>● Brainstorming can create new, innovative ideas. (9.4.2.CI.CI.1)</li> <li>● Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). (9.4.2.CI.1)</li> <li>● Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). (9.4.2.CI.2)</li> <li>● Collaboration can simplify the work an individual has to do and sometimes produce a better product. (9.4.2.TL.CI.2)</li> </ul>
<p><b>Career Ready Practices</b></p>	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing citizen and employee. (CRP1)</li> <li>● Apply appropriate academic and technical skills. (CRP2)</li> <li>● Attend to personal health and financial well-being. (CRP3)</li> <li>● Communicate clearly and effectively and with reason. (CRP4)</li> <li>● Consider the environmental, social and economic impacts of decisions. (CRP5)</li> <li>● Demonstrate creativity and innovation. (CRP6)</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8)</li> <li>● Model integrity, ethical leadership and effective management. (CRP9)</li> <li>● Use technology to enhance productivity. (CRP11)</li> <li>● Work productively in teams while using cultural global competence. (CRP12)</li> </ul>
<p><b>Computer Science and Design Thinking</b></p>	<ul style="list-style-type: none"> <li>● Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide. (1144913)</li> <li>● Describe how the Internet enables individuals to connect with others worldwide. (8.1.2.NI.2)</li> <li>● Compare how individuals live and work before and after the implementation of new computing technology. (8.1.2.IC.1)</li> <li>● Data can be used to make predictions about the world. (1144929)</li> <li>● Make predictions based on data using charts or graphs. (8.1.2.DA.4)</li> <li>● Communicate the function of a product or device (8.2.2.ED.1)</li> <li>● Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. (8.2.2.ED.2)</li> <li>● Select and use appropriate tools and materials to build a product using the design process. (8.2.2.ED.3:)</li> <li>● Identify constraints and their role in the engineering design process. (8.2.2.ED.4)</li> <li>● Identify products that are designed to meet human wants or needs. (8.2.2.ITH.1)</li> <li>● Explain the purpose of a product and its value. (8.2.2.ITH.2)</li> <li>● Identify how technology impacts or improves life. (8.2.2.ITH.3)</li> <li>● Identify how various tools reduce work and improve daily tasks. (8.2.2.ITH.4)</li> <li>● Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. (8.2.2.ITH.5)</li> <li>● Innovation and the improvement of existing technology involves creative thinking. (1145130)</li> </ul>

- Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together. (8.2.2.NT.1)
- Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem. (8.2.2.NT.2)
- Classify products as resulting from nature or produced as a result of technology. (8.2.2.ETW.1)
- Identify the natural resources needed to create a product. (8.2.2.ETW.2)
- Describe or model the system used for recycling technology. (8.2.2.ETW.3)
- Explain how the disposal of or reusing a product affects the local and global environment. (8.2.2.ETW.4)

**Resources and Technology Integration**

- Scholastic Magazine
- Brain Pop Jr.

**Assessments**

- Ask questions
- Define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Formative assessment
- Teacher observation
- Class discussion
- Venn diagram

<b>Unit</b>	Washington Past and Present
<b>Unit Duration</b>	8 weeks

## Unit Goals

## NJSLs

- Physical and human characteristics affect where people live (settle). (1139208)
- Environmental characteristics influence the how and where people live. (1139222)
- Individuals make decisions based on their needs, wants, and the availability of resources. (1139236)
- Limited resources influence choices. (1139237)
- Historical timelines put events in chronological order to help people understand the past. (1139267)
- Understanding the past helps to make sense of the present. (1139268)
- The nature of history involves stories of the past preserved in a variety of sources. (1139282)
- Historians analyze accounts of history through a variety of sources, including differing accounts of the same event. (1139283)
- Historians create arguments outlining ideas or explanations based on evidence. (1139290)
- **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.GeoPP.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 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. (6.1.2.Geo.GI.2)
- **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.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).
- **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><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● How does the past impact the present within the Washington community?</li> <li>● How does geography affect where people live and what they do within the Washington community?</li> </ul>
<p><b>Student Outcomes</b></p>	<ul style="list-style-type: none"> <li>● The geography of an area impacts the type of community it is.</li> <li>● People move to a community based on their needs and wants.</li> <li>● Change over time is affected by needs and wants. (</li> <li>● Present-day Washington has both changed and stayed the same to accommodate the needs and wants of the people who live here.</li> <li>● Communities have local government leaders who meet the needs of the community members.</li> <li>● Understand Washington was settled on the Morris Canal.</li> <li>● Examine the characteristics of various types of communities (e.g. rural, urban, suburban). (S1)</li> <li>● Identify the type of community Washington is and how it meets the needs of the people who live here (e.g., cultural diversity, proximity to major metropolitan areas).</li> <li>● Create and interpret a timeline to analyze how things change over time (e.g., personal, historical figure, school day, sports, animal life cycle).</li> <li>● Compare and contrast Washington characteristics past and present and how/why they have changed over time (e.g., transportation, education, housing, food, jobs, services, recreation, government).</li> <li>● Describe roles/responsibilities of local government leaders and how they provide services to meet the needs of their members.</li> </ul>
<p><b>Interdisciplinary Standards</b></p>	<ul style="list-style-type: none"> <li>● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1)</li> <li>● Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. (RL.2.5)</li> <li>● Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. (W.2.2)</li> <li>● Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)</li> <li>● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2)</li> <li>● Make observations of plants and animals to compare the diversity of life in different habitats. <i>[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]</i>(2-LS4-1)</li> <li>● Develop a model to represent the shapes and kinds of land and bodies of water in an area. <i>[Assessment Boundary: Assessment does not include quantitative scaling in models.]</i> (2-ESS2-2)</li> </ul>
<p><b>NJSLS Content Area</b></p>	<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry (SSP1)</li> </ul>

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<p><b>Practices</b> <b>Social Studies Practices</b></p>	<ul style="list-style-type: none"> <li>● Gathering and Evaluating Sources (SSP2)</li> <li>● Seeking Diverse Perspectives (SSP3)</li> <li>● Developing Claims and Using Evidence (SSP4)</li> <li>● Presentation Arguments and Explanations (SSP5)</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<ul style="list-style-type: none"> <li>● External factors can influence the items that an individual wants or needs. (9.1.2.FP.CI.2)</li> <li>● Brainstorming can create new, innovative ideas. (9.4.2.CI.CI.1)</li> <li>● Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). (9.4.2.CI.1)</li> <li>● Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). (9.4.2.CI.2)</li> <li>● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. (9.4.2.CT.CI.1)</li> <li>● Use a variety of types of thinking to solve problems (e.g., inductive, deductive). (9.4.2.CT.3)</li> <li>● Individuals from different cultures may have different points of view and experiences. (9.4.2.GCA.CI.1)</li> <li>● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (9.4.2.GCA.1)</li> <li>● Digital tools can be used to display data in various ways. (9.4.2.IML.CI.2)</li> <li>● A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes. (9.4.2.IML.CI.3)</li> </ul>
<p><b>Career Ready Practices</b></p>	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing citizen and employee. (CRP1)</li> <li>● Apply appropriate academic and technical skills. (CRP2)</li> <li>● Communicate clearly and effectively and with reason. (CRP4)</li> <li>● Consider the environmental, social and economic impacts of decisions. (CRP5)</li> <li>● Demonstrate creativity and innovation. (CRP6)</li> <li>● Employ valid and reliable research strategies. (CRP7)</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8)</li> <li>● Use technology to enhance productivity. (CRP11)</li> </ul>
<p><b>Computer Science and Design Thinking</b></p>	<ul style="list-style-type: none"> <li>● Individuals collect, use, and display data about individuals and the world around them. (1144927)</li> <li>● Data can be used to make predictions about the world. (1144929)</li> <li>● Technology has changed the way people live and work. (1145120)</li> <li>● Various tools can improve daily tasks and quality of life. (1145121)</li> <li>● Identify how technology impacts or improves life. (8.2.2.ITH.3)</li> <li>● Identify how various tools reduce work and improve daily tasks. (8.2.2.ITH.4)</li> </ul>

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- Class discussion
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<b>Unit</b>	Rights and Responsibilities of Citizens
<b>Unit Duration</b>	8 weeks

Unit Goals

<b>NJSLS</b>	<ul style="list-style-type: none"> <li>● Local community and government leaders have roles and responsibilities to provide services for their community members. (1139167)</li> <li>● Rules for all to live by are a result of the actions of government, organizations, and individuals. (1139168)</li> <li>● The actions of individuals and government affect decisions made for the common good. (1139169)</li> <li>● When all members of the group are given the opportunity to participate in the decision making process everyone’s voice is heard. (1139179)</li> </ul>
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	<ul style="list-style-type: none"> <li>● 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). (1139185)</li> <li>● Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly. (1139192)</li> <li>● Processes and rules should be fair, consistent, and respectful of the human rights of all people. (1139193)</li> <li>● Certain character traits can help individuals become productive members of their community. (1139201)</li> <li>● <b>6.1.2.CivicsPI.1</b> Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council)</li> <li>● <b>6.1.2.CivicsPI.2</b> Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</li> <li>● <b>6.1.2.CivicsPI.3</b> Explain how individuals work with different levels of government to make rules.</li> <li>● <b>6.1.2.CivicsPI.4</b> Explain how all people, not just official leaders, play important roles in a community.</li> <li>● <b>6.1.2.CivicsPI.5</b> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> <li>● <b>6.1.2.CivicsPI.6</b> Explain what government is and its function.</li> <li>● <b>6.1.2.CivicsPD.1</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>● <b>6.1.2.CivicsPD.2</b> Establish a process for how individuals can effectively work together to make decisions.</li> <li>● <b>6.1.2.CivicsDP.1</b> Explain how national symbols reflect on American values and principles.</li> <li>● <b>6.1.2.CivicsDP.2</b> Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</li> <li>● <b>6.1.2.CivicsDP.3</b> Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</li> <li>● <b>6.1.2.CivicsPR.1</b> Determine what makes a good rule or law.</li> <li>● <b>6.1.2.CivicsPR.2</b> Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</li> <li>● <b>6.1.2.CivicsPR.3</b> Analyze classroom rules and routines and describe how they are designed to benefit the common good.</li> <li>● <b>6.1.2.CivicsPR.4</b> Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</li> <li>● <b>6.1.2.CivicsCM.1</b> Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> <li>● <b>6.1.2.CivicsCM.3</b> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> <li>● When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard. (1140145)</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● What makes a good citizen in our country and within the Washington community?</li> </ul>

<p><b>Student Outcomes</b></p>	<ul style="list-style-type: none"> <li>● Citizens are required to have rules and responsibilities to maintain order and safety within a community.</li> <li>● Rules support the common good.</li> <li>● Their individual actions affect the larger community.</li> <li>● How community leader/helper roles contribute to the order and safety of the community.</li> <li>● Community leaders/helpers are imperative to growth and change within a community.</li> <li>● Active service by citizens is essential for change to occur in the community and beyond.</li> <li>● Local and national symbols reflect our American values and represent moments of change in our democracy.</li> <li>● Identify and explain rules and responsibilities in the classroom, at home, and in the community.</li> <li>● Explain why our community has rules that support the common good (e.g., classroom and town community).</li> <li>● Identify how their individual actions can contribute to the common good in their home, school, and Livingston community (e.g., follows a rule, pick up trash, being an upstander).</li> <li>● Explore the roles of community leaders/helpers and how they are an integral part of a community (e.g., police, mayor, judge, teachers, firefighter, postal worker).</li> <li>● Identify ways community leaders/helpers contribute to the daily functioning of a democratic community and promote change (e.g., a judge hears cases, a police officer stops a speeding car, a town council votes to build a new library, a group of people start a new town committee).</li> <li>● Explore ways they can make change in their community to solve a problem (e.g., write letters to school/community leaders, plant trees, start a garden).</li> <li>● Identify and explain how local and national symbols reflect our American values and represent moments of change in our democracy.</li> </ul>
<p><b>Interdisciplinary Standards</b></p>	<ul style="list-style-type: none"> <li>● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (NJLSA.R1)</li> <li>● Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. (NJLSA.R10)</li> <li>● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)</li> <li>● Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (RI.2.2)</li> <li>● Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3)</li> <li>● Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text (RI.2.7)</li> <li>● Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (W.2.7)</li> <li>● Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)</li> </ul>

	<ul style="list-style-type: none"> <li>● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2)</li> </ul>
<p><b>NJSLS Content Area Practices</b> <b>Social Studies Practices</b></p>	<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry (SSP1)</li> <li>● Gathering and Evaluating Sources (SSP2)</li> <li>● Seeking Diverse Perspectives (SSP3)</li> <li>● Developing Claims and Using Evidence (SSP4)</li> <li>● Presentation Arguments and Explanations (SSP5)</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions (SSP6)</li> <li>● Taking Informed Actions (SSP7)</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<ul style="list-style-type: none"> <li>● There are actions an individual can take to help make this world a better place. (9.1.2.CR.CI.1)</li> <li>● Recognize ways to volunteer in the classroom, school and community. (9.1.2.CR.1)</li> <li>● Make a list of different types of jobs and describe the skills associated with each job. (9.1.2.CAP.1)</li> <li>● Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). (9.4.2.CI.1)</li> <li>● Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). (9.4.2.CI.2)</li> <li>● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. (9.4.2.CT.CI.1)</li> <li>● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (9.4.2.CT.1)</li> <li>● Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). (9.4.2.CT.2)</li> <li>● Individuals from different cultures may have different points of view and experiences. (9.4.2.GCA.CI.1)</li> <li>● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (9.4.2.GCA.1)</li> <li>● Digital tools and media resources provide access to vast stores of information that can be searched. (9.4.2.IML.CI.1)</li> <li>● Digital tools can be used to display data in various ways. (9.4.2.IML.CI.2)</li> <li>● A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes. (9.4.2.IML.CI.3)</li> </ul>
<p><b>Career Ready Practices</b></p>	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing citizen and employee. (CRP1)</li> <li>● Apply appropriate academic and technical skills. (CRP2)</li> <li>● Communicate clearly and effectively and with reason. (CRP4)</li> <li>● Employ valid and reliable research strategies. (CRP7)</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8)</li> </ul>

- Model integrity, ethical leadership and effective management. (CRP9)

Resources and Technology Integration

- TCI – Social Studies Alive
- Scholastic Magazine
- Brain Pop Jr.

Assessments

- Ask questions
- Define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Formative assessment
- Teacher observation
- Class discussion
- Venn diagram

Curriculum Modifications

Special Education and 504 Students

**General Modifications**

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option

*This pacing guide is subject to timeline modifications.*

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	<ul style="list-style-type: none"> <li>● Modified grades based on IEP</li> </ul> <p style="text-align: center;"><b><u>Behavioral Modifications</u></b></p> <ul style="list-style-type: none"> <li>● Breaks between tasks</li> <li>● Cue expected behavior</li> <li>● Daily feedback to student</li> <li>● Use de-escalating strategies</li> <li>● Use positive reinforcement</li> <li>● Use proximity/touch control</li> <li>● Use peer supports and mentoring</li> <li>● Model expected behavior by adults</li> <li>● Have parent sign homework/behavior chart</li> <li>● Set and post class rules</li> <li>● Chart progress and maintain data</li> </ul>
<p>Students At Risk of School Failure - Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.</p>	<ul style="list-style-type: none"> <li>● Maximize use of community resources</li> <li>● Connect family to school and school activities</li> <li>● Support through transition</li> <li>● Help develop compensating strategies</li> <li>● Increase opportunity for positive peer group influences</li> <li>● Supplemental courses</li> <li>● Placement in small and interactive groups</li> </ul>
<p>English Language Learner Students (ELL)</p>	<ul style="list-style-type: none"> <li>● Alternate Responses</li> <li>● Notes in Advance</li> <li>● Extended Time</li> <li>● Simplified Instruction (written and verbal)</li> <li>● Online Dictionary</li> <li>● Use lots of visuals</li> <li>● Use physical activity; model, role-play</li> <li>● Repeat/Rephrase often</li> <li>● Use lower level materials when appropriate</li> </ul>
<p>Gifted &amp; Talented Students (G&amp;T)</p>	<p style="text-align: center;"><b><u>Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:</u></b></p> <ul style="list-style-type: none"> <li>● Differentiated curriculum for the gifted learner.</li> <li>● Regular classroom curricula and instruction that is adapted, modified, or replaced.</li> <li>● Educational opportunities consist of a continuum of differentiated curricular options, instructional approaches and materials.</li> <li>● Integrated G&amp;T programming into the general education school day.</li> <li>● Flexible groupings of students to facilitate differentiated instruction and curriculum.</li> </ul>

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**Learning Environments:**

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities