

Time Frame: Months or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCS and Common Core	Performance Benchmarks/Assessments	Materials Used
<p><b>6-8 weeks ongoing throughout the year</b></p>	<p><b><u>My Community: Government and Citizenship</u></b>                      Essential Questions:                       What are rules and laws and why are they important?                       Who makes the rules and laws and how do they make them?                       What makes a good citizen?</p>	<p>Students will describe the need for, and purpose of, rules and responsibilities in a family, classroom, school and community.                       Students will identify authority figures in their home, school and community and describe their responsibilities.                       Students will understand their role in their classroom, school and community and the meaning of being a good citizen.</p>	<p>6.1.4.A.1                      6.1.4.A.3                      6.1.4.A.6                      6.1.4.A.7                      6.1.A.4.12                      6.3.4.A.1                      6.3.A.4.2                       6.1.4.A.7                      6.1.4.A.14                      6.3.4.A.1                       6.1.4.A.6                      6.1.4.A. 9                      6.1.4.A.10                      6.3.A.4.1                      6.3.C.4.3                       SL 2.1, 4</p>	<p><i>Assessments are intended as guidelines for types of assessments that may be used.</i>                      Students will list three rules for each setting and then group the rules by the reason they are made (i.e., safety, fairness).                       After participating in a game with no rules, students will compare the outcome of following rules versus not having rules.                       Students will draw two authority figures from home, school and the community and label each with their responsibilities.                       Students will work in small groups to create a collage that encourages respect, responsibility, caring, tolerance, fairness and the importance of following rules. Groups will share work with the class.</p>	

	<p>How can I become a responsible citizen by helping others in my community?</p>	<p>Students will raise funds to help a needy community organization and become informed voters and participate in a district-wide election to distribute the funds.</p>	<p>6.1.4.A.11 6.1.4.A.12 6.1.4.C.5</p>	<p>Students will generate ways to save money and will participate in a district-wide election. (Coins for a Cause)</p>	
	<p>What makes a good leader? What made George Washington a good leader? How did he help Morristown become the city it is today?</p>	<p>Students will identify the qualities of a good leader and describe the civic leadership qualities and historic contributions of George Washington to Morristown.</p>	<p>6.1.4.A.11 RI 2.2, 3, 5</p>	<p>Students will create a list of leadership qualities and from the list determine George Washington's attributes and contributions to Morristown's development.</p>	
	<p>How have civil rights leaders like Dr. Martin Luther King, Jr. helped to change our community?</p>	<p>Students will examine changes in fundamental rights through the generations.</p>	<p>6.1.4.A.8 6.1.4.A.9 6.1.4.A.10 6.1.4.D.16 RI 2.2, 3, 5</p>	<p>Students will list changes in civil rights that have occurred and what caused the changes.</p>	
	<p>How can we know if a person is being unfair or bullying another?</p>	<p>Students will identify actions that are unfair or discriminatory and discuss solutions to the problem.</p>	<p>6.1.4.D.15 6.1.4.D.16 6.3.4 D.1 RI 2.2, 3, 5 RL 2.10</p>	<p>Through role playing, students will identify bullying/ discriminatory behaviors and how to address the problem. Students will identify at least one good citizen found in current event articles, fiction or non-fiction and justify their choice in writing.</p>	
	<p>What do the symbols and national holidays of the United States</p>	<p>Students will explain the meaning/importance of</p>	<p>6.1.4.A.14 6.1.4.D.17</p>	<p>Students will construct a timeline booklet of the events</p>	

	<p>represent?</p> <p>How do Americans keep their individual traditions and celebrations and still be true to their country? How can people from different cultures work side by side when they have different beliefs and ideas? Is it important to think about our differences when creating new rules or laws in our community?</p>	<p>various symbols, statues or monuments of our country.</p> <p>Students will recognize the U.S.A. is a diverse nation with many cultures and celebrations and the citizens need to collaborate to find solutions in their community. Current cultures and celebrations as well as those of the past. i.e. Chinese New Year, Las Posadas, The First Thanksgiving</p>	<p>6.1.4.A.12 6.1.4.A.15 6.1.4.A.16 6.1.4.D.13 6.1.4.D.14 6.1.4.D.15 6.1.4.D.18 6.1.4.D.19 6.1.4.D.20 6.3. 4A.4.4 SL 2.4, 5, 6</p>	<p>and patriotic holidays celebrated in the US, their associated symbols, statues or monuments and reasons for celebration.</p> <p>Students will identify and give examples of different songs, dances or games that represent various cultural celebrations within our nation.</p>	
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6-8 weeks	<p><b><u>My Community: Needs and Wants</u></b></p> <p>Essential Questions:</p> <p>How do communities organize to meet their needs and wants?</p> <p>Why do communities organize to meet their needs and wants?</p>	<p>Students will understand the economy of their community and recognize that people and communities are both producers and consumers of goods and services.</p> <p>Students will understand the choices communities need to make based on limited resources and discuss the consequences of those choices.</p> <p>Students will identify basic reasons for paying taxes and how they are used.</p> <p>Students will recognize the roles of various community organizations (e.g., firemen, policemen, mayor, council, town/township employees, etc.) and that a community provides services to help meet the needs and wants of the people who live there.</p>	<p>6.1.4.C.1 6.1.4.C.3 6.1.4.C.4 6.1.4.C.5 W 2. 1</p> <p>6.1.4.C.1 6.1.4.C.3 SL 2.6</p> <p>W 2. 1, 3 5</p> <p>W 2. 1, 3 5</p>	<p>Students will write or draw the difference between a consumer and a producer and describe how they help to meet needs and wants</p> <p>Students will explain how scarcity impacts value by dramatizing a store keeper and customer purchasing an assortment of items.</p> <p>Given a picture showing where taxes come from and how they are used, students will explain the picture in writing.</p> <p>After reading about, interviewing or writing letters to community members to learn about their contributions, the students will draw pictures of these people and explain their role in the community in helping provide for the needs and want of citizens.</p>	

		Students will understand the benefits of being a member of a community.		Students will write an essay (or a web) describing the benefits of being a member of a particular community (school, home, town/township resident)	
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6-8 weeks	<p><b><u>My Community: Community Geography</u></b></p> <p>Essential Questions:</p> <p>Where are Morristown/ Morris Township?</p> <p>How does my community's location influence how its people live and why did it grow as a town?</p>	<p>Students will locate their community on a variety of maps.</p> <p>Students will describe why Morristown was important during the Revolutionary War.</p> <p>Students will explain how the geography and environment, such as air, land, water and plants, has influenced their community and everyday life.</p> <p>Students will explore how their community's location</p>	<p>6.1.4.B.1 6.1.4.B.2 6.1.4.B.8</p> <p>6.1.4.B.2 6.1.4.B.5 6.1.4.D.2 W 2.8</p>	<p>Given maps of Morris County, United States and the World students will locate their community.</p> <p>Students will create and label a construction paper model which depicts the world, continent, country, state and city proportionately sized.</p> <p>Students will list reasons George Washington chose Morristown for his headquarters.</p> <p>Students will draw and describe natural resources found in Morristown/Morris Township (lakes, rivers, forests, fertile land, etc.).</p> <p>Students will design a two-panel picture showing a cause</p>	

	<p>has influenced the lives of its early residents.</p>	<p>6.1.4.C.6 6.1.4.C.7 6.1.4.C.8 6.1.4.C.9 6.1.4.C.10 6.1.4.C.12</p>	<p>and effect relationship between the location of our community and its effect on the lifestyle of its early residents (i.e.: Charles Foster, George Macculloch, Stephen Vail)</p>	
<p>How could my community be affected by climate or weather?</p>	<p>Students will recognize that the relationship of the Earth to the Sun affects weather conditions, climate and seasons and how weather has an impact on their everyday life.</p>	<p>6.1.4.B.2 SL 2.6</p>	<p>Students will create and recite a weather report for their community and the affects it has on their activities for that day.</p>	
<p>What could I do to help my community's environment?</p>	<p>Students will personalize environmental issues such as littering and recycling and explain why such actions are important.</p>	<p>6.1.4.B.8 6.1.4.B.7</p>	<p>Students will design and label a poster showing how they can help environmentally in their community.</p>	





		Students will identify different beliefs, traditions and cultures that exist within their community and examine how these have influenced and contributed to their community.	6.1.4.D.19	community. Students will identify places within their community (ethnic stores, churches, synagogues, etc.) and how the those locations contribute to the different beliefs, traditions and cultures.	
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<p><b>4-6 weeks</b></p>	<p><b><u>My Community: Past and Present</u></b>  Essential Questions:  How has my community changed over time?    Why has my community changed over time?</p>	<p>Students will examine how their community has changed over time.</p> <p>Using primary resources (photos, maps, field trips) students will identify specific ways in which their community has changed over time and possible reasons for the changes.</p> <p>Students will recognize that in the future their community will differ from today.</p>	<p>6.1.4.D.4 6.1.4.D.11</p> <p>6.1.4.B.7 6.1.4.D.11 SL 2.4, 5, 6</p>	<p>Students will create a two panel cartoon comparing and contrasting Morristown during revolutionary time and present day.</p> <p>Students will contribute orally to a class chart that shows how land, resources and people in their community have changed over time.</p> <p>A class timeline will be created denoting important events in Morristown/Morris Township.</p> <p>Students will create a “futuristic” town of Morristown, present their town, and verbally state the differences from present day.</p>	