

Time Frame: Months or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCS & Common Core Standards	Performance Benchmarks/Assessments	Materials Used
	<p><u>Essential Questions:</u></p> <p>What is a family and why is it important?</p>	<p>Students will find the similarities and differences between their families and other families.</p> <p>Students will identify how their immediate family has changed over time.</p> <p>Students will examine the different beliefs, traditions, and customs that families have, and how those began.</p>	<p>6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations</p> <p>6.1.4.C.4 Compare and contrast how access to and use of resources affects people across the world differently</p> <p>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America and describe the challenges they encountered</p> <p>6.1.4.D.15 Explain how various groups have dealt with the conflict between maintaining traditional beliefs</p> <p>6.1.4.D.16 Describe how stereotyping and prejudice have led to conflict in the past and present</p> <p>SL 1.4, 5, 6</p> <p>6.1.4.D.13 Describe how culture is expressed and influenced by the behavior of people</p> <p>6.1.4.D.14 Trace how the American identity has evolved over time.</p> <p>6.1.4.D.15 Explain how various groups have dealt with the conflict between maintaining traditional beliefs</p> <p>6.1.4.D.17 Explain the significance of symbols, monuments, and holidays in developing American identity in a diverse American society</p> <p>6.1.4.D.18 Explain how an individual's beliefs, values and traditions may reflect more than one culture</p> <p>SL 1. 4, 5, 6 W 1. 7</p>	<p>Students will create a visual (e.g. graph, picture, Venn diagram) that illustrates ways their family similar and different from another family, with a verbal and written explanation of the visual.</p> <p>Students will correctly complete a timeline showing three events that have occurred in the student's family life</p> <p>Students will illustrate a picture of a family belief, tradition or custom with an accompanying verbal and written explanation</p>	

	<p>How are families and communities of today the same or different from families and communities of long ago?</p>	<p>Students will describe how families and communities have changed over time</p>	<p>6.1.4.A.9 Compare and contrast responses of individual groups, past and present, to violations of fundamental rights.          6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr. and other civil rights leaders served as catalysts of social change inspired social activism in subsequent generations          6.1.4.B.7 Relate advances in science and technology to environmental concerns, and actions taken to address them.          6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations          6.1.4.C.4 Compare and contrast how access to and use of resources affects people across the world differently          6.1.4.C.10 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.          6.1.4.C.11 Determine the role of science and technology in the transition from an agricultural society to an industrial society an then to the information age          6.1.4.C.12 Explain how the development of communication systems has lead to increased collaboration and the spread of ideas throughout the United States and the world.          6.1.4.D.11 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions throughout New Jersey          Determine how local and state communities have changed over time, and explain the reasons for changes          6.1.4.D.12 Explain how folklore and actions of famous and fictional characters from New Jersey and other regions of the United States have contributed to the American national heritage          6.1.4.D.13 Describe how culture is expressed and influenced by the behavior of people          6.1.4.D.15 Explain how various groups have dealt with the conflict between maintaining traditional beliefs          6.1.4.D.18 Explain how an individual's beliefs, values and traditions may reflect more than one culture          RI 1. 7          SL 1. 4, 5, 6</p>	<p>Students will draw a timeline (family history) to show passage of time</p> <p><i>The concept of change is far reaching and will need to be revisited and assessed in several context throughout the year.</i> The students will interview grandparents (or person of similar age); read books; compare then/now pictures to find out how families and communities were different in the past (including scientific advances, influential people, access and use of resources) and then share this information with classmates orally, in writing and/or through projects</p>	
	<p>Why does a family choose to live in a certain place and how does their choice change the community in which they live?</p>	<p>Students will describe the various reasons people move to America and Morristown, specifically, and how their arrival changes the character of the community in which they live</p>	<p>6.1.4.A.1 Explain how rules and laws created by community, state and national governments protect the rights of people, help to resolve conflicts and promote the common good          6.1.4.A.11 Explain how the fundamental rights of individuals</p>	<p>Students will name some of the reasons people move to an area (to</p>	

	<p>How does the way we communicate and travel effect the way we think and live?</p>	<p>Students will consider the perspectives of others (both in day-to-day problem solving, i.e., understanding why a peer is upset and historically i.e., thinking that the world was flat)</p>	<p>and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national and global levels          6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations          6.1.4.C.7 Determine the qualities of entrepreneurs in a capitalistic society          6.1.4.D.1 Determine the impact of European colonization on Native American populations including the Lenni Lenape of New Jersey          6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America and describe the challenges they encountered          6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today           6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs and laws          6.1.4.C.12 Explain how the development of communication systems has lead to increased collaboration and the spread of ideas throughout the United States and the world.          6.1.4.D.14 Trace how the American identity has evolved over time.          6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with diverse cultural or individual perspectives          6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world</p>	<p>follow a religion, to get jobs, to get away from problems, to access resources, etc) and site examples in history (i.e, Thanksgiving Pilgrims, settling near water) or in present times (Chasidic and Spanish communities in Morristown; NYC labor force living in Morristown near train station) and explain how their presence changes the character of the community (Spanish restaurants and markets; temples/rabbinical college; pedestrian traffic and new housing around train stations, banks in town)           Students will practice this in day-to-day (conflict resolution; making connections in reading)           Students will also describe how the development of communication and transportation systems has changed how we understand the world</p>	
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	<p>How do people help/hurt their environment?</p>	<p>populations, types of housing, i.e., apartments, condos, houses, etc. and transportation systems)</p> <p>Students will identify several ways that people can help/hurt the environment (managing litter and pet waste; recycling; conserving water and energy; preserving open space)</p>	<p>information may be useful.                  Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States and other locations worldwide have contributed to cultural diffusion and economic interdependence                  Explain how and when it is important to use digital geographic tools, political maps and globes to measure distances and to determine time zones and locations using latitude and longitude                  6.1.4.B.2 Describe how landforms, climate and weather, and availabilities of resources have impacted where and how people live and work in different regions of New Jersey and the United States                  6.1.4.B.5 Explain why some locations in New Jersey and the United States are more suited for settlement than others.                  6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.                  Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations                  6.1.4.C.8 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology and/or the labor force have played on economic opportunities</p> <p>SL 1.4</p> <p>6.1.4.B.2 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States                  6.1.4.B.3 Describe how human interaction impacts the environment in New Jersey and the United States                  6.1.4.B.6 Compare ways people choose to use, share and divide natural resources.                  6.1.4.B.7 Relate advances in science and technology to environmental concerns, and actions taken to address them                  6.1.4.C.4 Compare and contrast how access to and use of resources affects people across the world differently</p>	<p>choice verbally or in writing</p> <p>Students will demonstrate different ways to help the environment (orally, in writing, through art or community service projects)</p>	
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	<p>How can I make good choices about my needs and wants?</p>	<p>Students will examine how changes in transportation systems facilitate access to job opportunities and needs/wants</p> <p>Students will examine how people make economic decisions based upon their needs and wants (including what it means to “save” money)</p> <p>Students will explain how the products that individuals eat, wear and use impact their health and safety and the environment</p>	<p>society and then to the information age</p> <p>SL 1. 4, 5, 6 W 1. 8</p> <p>6.1.4.C.9 Describe how the development of different transportation systems impacted the economic system of New Jersey and the United States</p> <p>SL 1. 4, 5, 6 W 1. 8</p> <p>6.1.4.C.5 Explain the role of money, savings, debt and investment in individuals’ lives Recognize the importance of setting long term goals when making financial decisions within the community. SL 1. 3, 6</p> <p>6.1.4.B.3 Describe how human interaction impacts the environment in New Jersey and the United States</p>	<p>Students will interview parents to find out how they get to work and whether or not they could work at the same job if that transportation wasn’t available; students will also “research” to find out where their needs and wants come from, i.e., Florida oranges or toys “Made in China”</p> <p>Students will draw and explain (verbally and in writing) how and why they should spend a sum of money on either a need or want when posed with a specific scenario (may be a verbal 1 to 1 discussion)</p> <p>After being given a list of needs, the students will debate which choice is the better choice (for their bodies and for the environment) (Ex. a single serve bag of carrots or a family pack that you portion out in reusable containers)</p>	
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	<p>Essential Questions</p> <p>Who is in charge of my school, community and how do those people help me?</p> <p>How can I be a good citizen?</p>	<p>Students will identify authority figures in their home, school and community and some reasons they are needed</p> <p>Students will name rules, compare rules from setting to setting and explain how they help people</p> <p>Students will name their rights as a citizen (e.g. to be safe, to be respected, to learn) and their responsibilities (e.g., to make positive choices)</p> <p>Student will explain the basic tenets of a democracy – the responsibility to be an informed voter and take part in elections</p> <p>Students will describe how they can participate in community projects</p>	<p>6.1.4.A.7 Explain how the United States functions as a representative democracy and describe the roles of elected representatives, and how they interact with citizens a local, state and national levels</p> <p>6.1.4.A.8 Compare and contrast how government functions at the community, county, state and national levels and the services provided and the impact of policy decisions made at each level</p> <p>SL 1. 4, 6</p> <p>6.1.4.A.1 Explain how rules and laws created by community, state and national governments protect the rights of people, help to resolve conflicts and promote the common good</p> <p>SL 1.1</p> <p>6.1.4.A.2 Explain how fundamental rights guaranteed by the US Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p>6.1.4.A.11 Explain how the fundamental rights of individuals and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national and global levels</p> <p>SL 1.1 RL 1.3</p> <p>6.1.4.A.7 Explain how the United States functions as a representative democracy and describe the roles of elected representatives, and how they interact with citizens a local, state and national levels</p> <p>6.1.4.A.11 Explain how the fundamental rights of individuals and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national and global levels</p> <p>6.1.4.A.15 Explain how and why it is important that people</p>	<p>Students will explain (verbally, in writing or visually) authority figures at home, school and in the community and give reasons why these people are needed</p> <p>Students will create a Venn diagram showing how rules are the same/different in two different settings (i.e., home/school) and sort rules by the help they offer</p> <p>Given a scenario, students will explain (verbally) what action a good citizen would take, and why.</p> <p>Students will name real people and fictional characters who have demonstrated responsible leadership and citizenship</p> <p>Students will explain (orally or in writing) how class elections or Coins for A Cause elections are democratic</p> <p>Students will participate in Coins for A Cause and explain how their votes are an important responsibility</p>	

		<p>Students will examine the lives of people who have stood up for others (i.e., Dr. Martin Luther King, Jr.) and compare their actions with anti-bullying or character education programs in their own schools</p> <p>Students will explain the meaning and importance of various symbols and patriotic holidays of our nation (US flag, Statue of Liberty, back of NJ quarter, Martin Luther King’s birthday – I Have a Dream speech; Presidents Day Independence Day)</p> <p>Students will identify the diversity of our nation and describe differences (language and customs)</p>	<p>from diverse cultures collaborate to find solutions to community, state, national and global challenges</p> <p>6.1.4.A.9 Compare and contrast responses of individual groups, past and present, to violations of fundamental rights. 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr. and other civil rights leaders served as catalysts of social change inspired social activism in subsequent generations</p> <p>SL 1.4, 5, 6 RI 1.3</p> <p>6.1.4.D.4 Explain the key events that led to the creation of the United States and the state of New Jersey 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution and the Bill of Rights) to present day government and citizenship 6.1.4.D.6 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy 6.1.4.D.7 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson and Benjamin Franklin towards the development of the United State government 6.1.4.D.8 Define the role of Governor William Livingston in the development of New Jersey government 6.1.4.D.9 Determine the significance of New Jersey’s role in the American Revolution 6.1.4.D.10 Explain the impact of trans-Atlantic slavery on New Jersey, the nation and individuals 6.1.4.D.17 Explain the significance of symbols, monuments, and holidays in developing American identity in a diverse American society SL 1.4</p> <p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs and laws 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America and describe the challenges they encountered 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically</p>	<p>Students will explain orally, with a Venn diagram or through a project, how their school’s character education/anti-bullying program is the same as the actions of historic figures like Martin Luther King, Jr.</p> <p>Students will explain (verbally or visually) what the patriotic holidays and symbols of our nation stand for and why each is important.</p> <p>Students will identify their family heritage and make a class tally chart or bar graph to show diversity</p>	
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		Students will explore cultural perspectives	and today 6.1.4.D.18 Explain how an individual's beliefs, values and traditions may reflect more than one culture  RI 1.10 SL 1. 4, 5, 6 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs and laws 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national and global challenges 6.1.4.D.16 Describe how stereotyping and prejudice have led to conflict in the past and present 6.1.4.D.18 Explain how an individual's beliefs, values and traditions may reflect more than one culture 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world	Students will read about or participate in celebrations of various cultures (Chinese New Year, Cinco de Mayo, International Day, etc.) and represent their learning in writing, through art or orally	
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