

Time Frame: Months or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCS and Common Core	Performance Benchmarks/Assessments	Materials Used
4 weeks	<p>What story do maps and globes tell?</p> <p>What do we mean by ‘region’?</p> <p>How do geography, climate and natural resources affect the way people live and work?</p> <p>How do people interact with their environment?</p>	<p>Compare and contrast different types of information that can be found on a map.</p> <p>Compare and contrast the different regions of New Jersey including climate, natural resources and landforms.</p> <p>Identify New Jersey’s natural resources. Discuss ways people share, use, and divide natural resources.</p> <p>Describe how landforms, climate, weather, and available resources have impacted how people live and work in New Jersey.</p> <p>Explain how some locations in New Jersey are more suited for settlement than others.</p> <p>Describe how human interaction impacts the environment in New Jersey.</p> <p><i>Research , organize, and present historical information in a clear, conscience format.</i></p>	<p>Social Studies 6.1.4.B.1 6.1.4.B.4 6.1.4.B.6 6.1.4.B.8 6.1.4 B.10</p> <p>Language Arts W 4.2</p> <p>Technology 8.1.4.A.2 8.1.4.A.3 8.1.4.E.1 8.2.8.F.2</p> <p>Science 5.3.4.E.2 5.3.6.G.1</p>	<p>Create, Label, identify a map of New Jersey, including geography, available resources, climate, cities, counties.</p> <p>Divide the state into four regions. Write a name in each region. Describe how each region is different from the other regions.</p> <p>Write a letter to the local newspaper in which you do the following: Identify an important natural resource that is used by people in New Jersey. Give two reasons why this is an important natural resource</p> <p>Identify an environmental problem in NJ . Brainstorm solutions to these problems and compose a letter to a local government official describing your solution.</p> <p>Working in small groups students will choose an area in NJ to research. They will organize a story board and use digital tools to create a presentation.</p>	

	<p>What is a revolution?</p>	<p>activities.</p> <p>Explain how the Lenape culture influenced the Colonists way of life and how the Colonists changed / influenced the Lenape way of life.</p> <p>Discuss why the colonists wanted to be separated from England.</p> <p>Understand the role New Jersey played in the American Revolution and how its location and geography influenced events.</p> <p>Identify the battles fought on New Jersey soil</p> <p>Discuss and identify reasons George Washington choose Morristown for his headquarters.</p> <p><i>Students produce a class play of skit depicting some episode in their states history.</i></p>		<p>Students will write a letter to a family member who is still in Europe describing what life is like in America. Included will be reasons for coming to America, how basic needs are met, education, new traditions, etc....</p> <p>Read aloud: You wouldn't want to be an American Colonist! Discuss difficulties of life then vs. present day</p> <p>Students will create a timeline map of New Jersey's Revolutionary War battles which includes their importance to the outcome of the war and the key leaders involved in each.</p> <p>Read aloud George Washington's Socks: Have students design three dimensional symbols that represent the main events of the book for an "archeological dig"</p> <p>Read aloud: George vs. George: Discuss both sides of the war. Read aloud Toliver's Secret : Have students write lyrics for a ballad about the adventures of Ellen Toliver. <i>Identify a historical episode in their states history. Produce a play or skit of the event. Possibly record the event and produce it as a short movie.</i></p>	
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Citizenship and Government

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6- 8 weeks	<p>How are governments created, structured, maintained, and changed?</p> <p>What are the roles and responsibilities of government?</p> <p>What are the roles and responsibilities of citizens in a democracy?</p> <p>What is the role of the citizen in the community and the nation, and as a member of the world community?</p>	<p>Highlight past and present political figures in NJ such as William Livingston</p> <p>Discuss and develop an understanding of the meaning of democracy and the purpose of government.</p> <p>Discuss, compare and understand the structure of American government nationally and locally</p> <p>Explain how the democratic system in the United States requires active participation of its citizens</p> <p>Discuss and define citizenship</p> <p><i>Discover the interconnections between government services and their location in the community.</i></p> <p><i>Develop creative solutions to a New Jersey state problem.</i></p> <p><i>Conduct an interview related to an important issue in a student's life or in the community.</i></p>	<p>Social Studies Standards: 6.14.A.3 6.14.A.4 6.14.A.5 6.14.A.6 6.14.A.7 6.14.A.8 6.14.A.11 6.14.A.15 6.14.A.16 6.1.4.D.7</p> <p>Language Arts: SL 3.1 W 3. 2, 6</p> <p>Science 5.1.4.C.1</p> <p>Technology 8.1.4.B.1 8.1.4.E.1</p>	<p>Students will create a “constitution” for their classroom establishing a classroom “government”. This document will describe the rights and rules of “classroom citizens”, how rules are enforced (and by whom), how decisions are made, how new rules are added, etc...</p> <p>Students will write journal entries speculating on what would happen without a government. Students will compare and contrast (via a Venn diagram) what their lives as “classroom citizens” would be like with and without a “classroom government”.</p> <p><i>Research government services and their location; create a digital map of where all the services are located.</i></p> <p><i>Students research issues facing the state of New Jersey and produce a play that examines the issue.</i></p> <p><i>Create a slideshow that describe the main points of the interview. (example interview a family member about the changes in how people work or play over time in the community.)</i></p>	

People and Culture

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4- 6 weeks	<p>What makes up a culture? Why is it important?</p> <p>How are cultures similar and different?</p> <p>How does where we live influence how we live?</p>	<p>Explain that New Jersey is made up of people from various cultures.</p> <p>Illustrate the benefits of diversity of a state, including the increased range of viewpoints, ideas, customs, and choices available.</p> <p>Evaluate the impact of ideas, inventions, and contributions of prominent figures in New Jersey.</p> <p>Summarize reasons why different groups immigrated to New Jersey.</p> <p>Describe how the influence of Native American groups can be seen in different regions of New Jersey.</p> <p>Discuss how local and state communities in New Jersey changed over time.</p> <p>Identify major cities in New Jersey that can be used to understand cultural differences. (MAP)</p> <p>Explain how New Jersey contributed to American national heritage with a focus on traditions.</p>	<p>Social Studies 6.1.4.D.1 6.1.4.D.11 6.1.4.D.12 6.1.4.D.20 6.1.4.A.15</p> <p>Language Arts W 3.6, 7</p> <p>Science 5.3.4.E.2 5.1.4.C.1 5.1.4.D.1</p> <p>Technology 8.2.8.F.2 8.1.4.E.1</p>	<p>On a blank map of New Jersey identify areas where different ethnic groups settled. Research why those groups chose that location.</p> <p>Develop a new technology resource to use in a community to help all needs and wants of people.</p> <p>Compare and contrast geography of a region and how it influences the people.</p> <p><i>Using various digital resources, compare how Morristown (or another selected location) has changed over the years. The following questions can be used to guide student thinking: Are there more buildings? Are the buildings different? What are the differences in kinds of transportation? How has the land changed?</i></p>	

