

**Califon Public School
Curriculum**



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|-----------------------------------------------------------|----------------------------|------------------|---------------------------------|
| Subject: U.S. History | Grade: 1st Grade | Unit #: 1 | Pacing: Marking Period 1 |
| Unit Title: Civics, Government, & Human Rights | | | |

OVERVIEW OF UNIT:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world

| Unit References | |
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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● Local community and government leaders have roles and responsibilities to provide services for their community members. ● Rules for all to live by are a result of the actions of government, organizations, and individuals. ● The actions of individuals and government affect decisions made for the common good ● When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard. ● 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). | <ul style="list-style-type: none"> ● What roles and responsibilities do local community and government leaders provide for their community members? ● How are rules to live by the result of the actions of government, organizations, and individuals? ● How do the actions of some individuals and governments affect the decisions made for the common good? ● How are the democratic principles of our country founded upon the guiding actions of local, state, and national government? ● How are the rules and people in authority necessary to keep everyone safe? ● What are the processes and rules that should be fair, consistent, and respectful to human rights? (HC) (AS) (AA) |

- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.
- Processes and rules should be fair, consistent, and respectful of the human rights of all people.
- Certain character traits can help individuals become productive members of their community.

- What are some character traits that can help individuals become productive members of their community?

Objectives

- Students will be able to identify the roles and responsibilities of the local community and government leaders and how they provide for their community members
- Students will be able to identify the rules to live by as a result of the actions of government, organizations, and individuals
- Students will be able to explain the actions of some individuals and governments and how they affect the decisions made for the common good
- Students will be able to analyze the democratic principles our country is founded upon and the guiding actions of local, state, and national government
- Students will be able to describe the rules that people in authority deem necessary to keep everyone safe
- Students will be able to list the processes and rules that should be fair, consistent, and respectful to human rights
- Students will be able to explain some character traits that can help individuals become productive members of their community

Assessment

Formative Assessment:

- Group Discussion
- Word Study Activities

Summative Assessment:

- Projects
- Letters written related to change

Benchmark:

- Unit Test
- Performance Task

Alternative:

- Modified unit test developed by teacher
- Modified projects

Key Vocabulary

- Choices, rights, responsibility, power, authority, rules, leader

Resources & Materials

• Studies Weekly • Primary sources • Leveled books – Reading A-Z • Read-alouds • Graphic organizers

Technology Infusion**Teacher Technology:**

- Smart Board
- Google Classroom
- McGraw Hill computer program

Student Technology:

- Chromebooks
- Seesaw

Activities:

- The students are using the chromebooks to reflect concepts learned using Seesaw.
- The students are using the McGraw Hill computer program to explore and discover topics being taught.

Standard**Standard Description**

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

Interdisciplinary Integration

Activities:

- The learner will conduct close readings and apply close reading strategies to better understand the content.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NJLSA.R1 | 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. |

| Standards | |
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| Standard # | Standard Description |
| 6.1.2.CivicsPI.1 | Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). |
| 6.1.2.CivicsPI.2 | Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. |
| 6.1.2.CivicsPI.3 | Explain how individuals work with different levels of government to make rules. |
| 6.1.2.CivicsPI.4 | Explain how all people, not just official leaders, play important roles in a community. |
| 6.1.2.CivicsPI.5 | Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. |
| 6.1.2.CivicsPI.6 | Explain what government is and its function. |
| 6.1.2.CivicsPD.1 | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. |
| 6.1.2.CivicsPD.2 | Establish a process for how individuals can effectively work together to make decisions. |
| 6.1.2.CivicsDP.1 | Explain how national symbols reflect on American values and principles. |
| 6.1.2.CivicsDP.2 | Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. |
| 6.1.2.CivicsDP.3 | Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. |
| 6.1.2.CivicsPR.1 | Determine what makes a good rule or law. |
| 6.1.2.CivicsPR.2 | Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. |
| 6.1.2.CivicsPR.3 | Analyze classroom rules and routines and describe how they are designed to benefit the common good. |
| 6.1.2.CivicsPR.4 | Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. |
| 6.1.2.CivicsCM.1 | Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. |
| 6.1.2.CivicsCM.2 | Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). |
| 6.1.2.CivicsCM.3 | Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. |
| 6.3.2.CivicsPD.1 | With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. |

| Differentiation | | | |
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| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |

Califon Public School
Curriculum



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|-------------------------------------------------------|------------------------------|------------------|---------------------------------|
| Subject: U.S. History | Grade: K-2nd Grade | Unit #: 2 | Pacing: Marking Period 2 |
| Unit Title: History, Culture, and Perspectives | | | |

OVERVIEW OF UNIT:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

| Unit References | |
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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● Historical timelines put events in chronological order to help people understand the past. ● Understanding the past helps to make sense of the present. ● Two or more individuals can have a different understanding of the same event. ● Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. ● The nature of history involves stories of the past preserved in a variety of sources. ● Historians analyze accounts of history through a variety of sources, including differing accounts of the same event. ● Historians create arguments outlining ideas or explanations based on evidence. | <ul style="list-style-type: none"> ● How do historical timelines put events in chronological order to help people understand the past? ● How does understanding the past help make sense of the present? ● How can two or more individuals make a difference in understanding the same event? ● How does respecting and understanding the views of others help one learn about various perspectives, thoughts, and cultures?(HC) (AS) (AA) ● How does the nature of history involve stories of the past preserved in a variety of sources? ● How do historians analyze accounts of history through a variety of sources, including differing accounts of the same event? (AA) ● How do historians create arguments that outline ideas or explanations based on evidence? |

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| Objectives | |
| <ul style="list-style-type: none">● Students will be able to explain how historical timelines put events in chronological order to help people understand the past● Students will be able to understand how the past helps make sense of the present● Students will be able to describe how two or more individuals make a difference in understanding the same event● Students will be able to identify how respecting and understanding the views of others help one learn about various perspectives, thoughts, and cultures● Students will be able to describe how the nature of history involves stories of the past preserved in a variety of sources● Students will be able to identify how historians analyze accounts of history through a variety of sources, including differing accounts of the same event● Students will be able to explain how historians create arguments that outline ideas or explanations based on evidence | |
| Assessment | |
| Formative Assessment: <ul style="list-style-type: none">● Group Discussion● Word Study Activities● Make a pictorial timeline illustrating changes in families, schools, homes | |
| Summative Assessment: <ul style="list-style-type: none">● Projects● Write an all-about book of American symbols and/or holidays | |
| Benchmark: <ul style="list-style-type: none">● Unit Test● Performance Task | |
| Alternative: <ul style="list-style-type: none">● Modified unit test developed by teacher● Modified projects | |
| Key Vocabulary | |

- Holiday, conflict, similar, different, resolve, symbol, past, present, respect

Resources & Materials

- Studies Weekly • Primary sources • Leveled books – Reading A-Z • Read-alouds • Graphic organizers

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom
- McGraw Hill computer program

Student Technology:

- Chromebooks
- Seesaw

Activities:

- The students are using the chromebooks to reflect concepts learned using Seesaw.
- The students are using the McGraw Hill computer program to explore and discover topics being taught.

Standard

Standard Description

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

Interdisciplinary Integration

Activities:

- The learner will conduct close readings and apply close reading strategies to better understand the content.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education

- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NJSLSA.R1 | 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. |

21st Century Life Skills

Activities:

- The learner will compare and contrast past and present interactions of people, cultures, and the environment and how each has shaped the American heritage.

| Standard | Standard Description |
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| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community. |

Careers

Activities:

- Students will demonstrate an understanding of concepts through reflections on Seesaw.

| Standard | Standard Description |
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| CRP11 | Use technology to enhance productivity. |

Standards

| Standard # | Standard Description |
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| 6.1.2.History CC.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.History CC.2 | Use a timeline of important events to make inferences about the "big picture" of history. |
| 6.1.2.History CC.3 | Make inferences about how past events, individuals, and innovations affect our current lives. |

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| 6.1.2.History UP.1 | Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event. |
| 6.1.2.History UP.2 | Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. |
| 6.1.2.History UP.3 | Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. |
| 6.1.2.History SE.1 | Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. |
| 6.1.2.History SE.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.History SE.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). |
| 6.1.2.History CA.1 | Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). |

| Differentiation | | | |
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| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: |

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| <ul style="list-style-type: none">● Use collaborative grouping strategies such as small groups● NJDOE resources - http://www.state.nj.us/education/specialed/ | | | student-centered learning, independence, openness, complexity, groups varied <ul style="list-style-type: none">● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |
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**Califon Public School
Curriculum**



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|-------------------------------------------------------------|----------------------------|------------------|---------------------------------|
| Subject: U.S. History | Grade: 1st Grade | Unit #: 3 | Pacing: Marking Period 3 |
| Unit Title: Geography, People, & the Environment | | | |

OVERVIEW OF UNIT:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

| Unit References | |
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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● Physical and human characteristics affect where people live (settle). ● A map is a symbolic representation of selected characteristics of a place. ● Geographic data can be used to identify cultural and environmental characteristics of places. ● Environmental characteristics influence how and where people live. ● Global interconnections occur between human and physical systems across different regions of the world. | <ul style="list-style-type: none"> ● What are the physical and human characteristics that affect where people live? ● How is a map a symbolic representation of a selected characteristic of a place? ● How can geographic data be used to identify cultural and environmental characteristics of places? ● What are some environmental characteristics that influence how and where people live? ● What are the global interconnections that occur between human and physical systems? |
| Objectives | |
| <ul style="list-style-type: none"> ● Students will be able to describe the physical and human characteristics that affect where people live ● Students will be able to identify a map as a symbolic representation of a selected characteristic of a place | |

- Students will be able to analyze geographic data and explain how it can be used to identify cultural and environmental characteristics of places
- Students will be able to list some environmental characteristics that influence how and where people live
- Students will be able to describe the global interconnections that occur between human and physical systems

Assessment

Formative Assessment:

- Group Discussion
- Word Study Activities
- Make a pictorial timeline illustrating changes in families, schools, homes

Summative Assessment:

- Projects
- Make a picture book about the 4 seasons where you live and in different parts of the country

Benchmark:

- Unit Test
- Performance Task

Alternative:

- Modified unit test developed by teacher
- Modified projects

Key Vocabulary

- Community, environment, continent, ocean, urban, rural, suburban, neighborhood

Resources & Materials

- • Studies Weekly • Primary sources • Leveled books – Reading A-Z • Read-alouds • Graphic organizers

Technology Infusion

Teacher Technology:

- Smart Board

- Google Classroom
- McGraw Hill computer program

Student Technology:

- Chromebooks
- Seesaw

Activities:

- The students are using the chromebooks to reflect concepts learned using Seesaw.
- The students are using the McGraw Hill computer program to explore and discover topics being taught.

| Standard | Standard Description |
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| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities. |

Interdisciplinary Integration**Activities:**

- The learner will conduct close readings and apply close reading strategies to better understand the content.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NJSLSA.R1 | 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. |

| 21 st Century Life Skills | |
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| Activities: | |
| <ul style="list-style-type: none"> The learner will create a poster depicting their effects on their environment and other people. | |
| Standard | Standard Description |
| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community. |

| Careers | |
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| Activities: | |
| <ul style="list-style-type: none"> Students will demonstrate an understanding of concepts through reflections on Seesaw. | |
| Standard | Standard Description |
| CRP11 | Use technology to enhance productivity. |

| Standards | |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard # | Standard Description |
| 6.1.2.Geo.PP.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.Geo.SV.1 | Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). |
| 6.1.2.Geo.SV.2 | 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). |
| 6.1.2.Geo.SV.3 | Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). |
| 6.1.2.Geo.SV.4 | 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). |
| 6.1.2.Geo.HE.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. |

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| 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. |
| 6.3.2.GeoGI.1 | Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. |
| 6.3.2.GeoGI.2 | Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. |

| Differentiation | | | |
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| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |

**Califon Public School
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|------------------------------------------------------------|------------------------------|------------------|---------------------------------|
| Subject: U.S. History | Grade: K-2nd Grade | Unit #: 4 | Pacing: Marking Period 4 |
| Unit Title: Economics, Innovation, & Technology | | | |

OVERVIEW OF UNIT:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

| Unit References | |
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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ● Individuals make decisions based on their needs, wants, and availability of resources. ● Limited resources influence choices. ● Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). ● Goods and services are produced and exchanged in multiple ways. ● The availability of resources influences current and future economic conditions. ● Governments play an economic role in the lives of individuals and communities. | <ul style="list-style-type: none"> ● How do individuals make decisions based on their needs, wants, and the availability of resources? ● What are some limited resources that influence choices? ● What are some economic decisions made by individuals and governments that should be informed by an effective decision-making process, saving, spending, and investing? ● How are goods and services produced and exchanged in multiple ways? ● What is the availability of resources that influences current and future economic conditions? ● How do governments play an economic role in the lives of individuals and communities? |

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| <ul style="list-style-type: none"> ● There are benefits to trading goods and services with other countries. | <ul style="list-style-type: none"> ● What are the benefits of trading goods and services with other countries? |
| Objectives | |
| <ul style="list-style-type: none"> ● Students will be able to describe how individuals make decisions based on their needs, wants, and the availability of resources ● Students will be able to explain some limited resources that influence choices ● Students will be able to identify some economic decisions made by individuals and governments that should be informed by an effective decision-making process, saving, spending, and investing ● Students will be able to explain how goods and services produced and exchanged in multiple ways ● Students will be able to analyze the availability of resources that influences current and future economic conditions ● Students will be able to explain how governments play an economic role in the lives of individuals and communities ● Students will be able to identify the benefits of trading goods and services with other countries | |
| Assessment | |
| <p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Group Discussion ● Word Study Activities ● Make a pictorial timeline illustrating changes in families, schools, homes <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Projects <p>Benchmark:</p> <ul style="list-style-type: none"> ● Unit Test ● Performance Task <p>Alternative:</p> <ul style="list-style-type: none"> ● Modified unit test developed by teacher <ul style="list-style-type: none"> ● Modified projects | |
| Key Vocabulary | |
| <ul style="list-style-type: none"> ● Needs, wants, goals, opportunity cost, resources, money, barter | |
| Resources & Materials | |

- Studies Weekly
- Primary sources
- Leveled books – Reading A-Z
- Read-alouds
- Graphic organizers

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom
- McGraw Hill computer program

Student Technology:

- Chromebooks
- Seesaw

Activities:

- The students are using the chromebooks to reflect concepts learned using Seesaw.
- The students are using McGraw Hill computer program to explore and discover topics being taught.

| Standard | Standard Description |
|-----------|-------------------------------------------------------------------------------------|
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities. |

Interdisciplinary Integration

Activities:

- The learner will conduct close readings and apply close reading strategies to better understand the content.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NJSLSA.R1 | 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. |

21st Century Life Skills

| Activities: | |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> The learner will participate in an exploration of jobs pertaining to technology. | |
| Standard | Standard Description |
| 9.2.4.A.1 | Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. |

Careers

| Activities: | |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <ul style="list-style-type: none"> Students will demonstrate an understanding of concepts through reflections on Seesaw. | |
| Standard | Standard Description |
| CRP11 | Use technology to enhance productivity. |

Standards

| Standard # | Standard Description |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.1.2.EconET.1 | Explain the difference between needs and wants. |
| 6.1.2.EconET.2 | Cite examples of choices people make when resources are scarce. |
| 6.1.2.EconET.3 | Describe how supply and demand influence price and output of products. |
| 6.1.2.EconET.4 | Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. |
| 6.1.2.EconET.5 | Describe how local and state governments make decisions that affect individuals and the community. |
| 6.1.2.EconEM.1 | Describe the skills and knowledge required to produce specific goods and services. |
| 6.1.2.EconEM.2 | Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. |

| | |
|----------------|-------------------------------------------------------------------------------------------------------------------------------|
| 6.1.2.EconEM.3 | Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). |
| 6.1.2.EconNE.1 | Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. |
| 6.1.2.EconNE.2 | Describe examples of goods and services that governments provide. |
| 6.1.2.EconGE.1 | Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. |
| 6.1.2.EconGE.2 | Explain why people in one country trade goods and services with people in other countries. |

| Differentiation | | | |
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| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ | <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ | <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |

