**Califon Public School**
**Curriculum**

| Subject: Social Studies | Grade: 5<sup>th</sup> | Unit #: 1 | Pacing: 9 weeks |
|---|---|---|---|
| Unit Title:  Active Citizenship | | | |

## OVERVIEW OF UNIT:

The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.
Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.

| Unit References | |
|---|---|
| Big Ideas | Essential Questions |
| <ul><li>In a representative democracy, individuals play a role in how government functions.</li><li>In a representative democracy, individuals elect representatives to act on the behalf of the people.</li><li>Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</li><li>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</li></ul> | <ul><li>What role do individuals play in how government functions in a representative democracy?</li><li>How do individuals elect representatives to act on the behalf of the people in a representative democracy?</li><li>What are the different powers and responsibilities for each level of government?</li><li>What are the fundamental rights that allow democratic societies to function that can be seen at all levels of government in society?</li></ul> |

| Objectives |
|---|
| <ul><li>Students will be able to identify what roles individuals play in how government functions in a representative democracy.</li><li>Students will be able to describe how individuals elect representatives to act on the behalf of the people in a representative democracy.</li><li>Students will be able to differentiate between the levels of government (i.e., local, state, and federal) and their different powers and responsibilities.</li></ul> |

- Students will be able to justify the fundamental rights that allow democratic societies to function that can be seen at all levels of government in society.

## Assessment

**Formative Assessment:**
- observation
- self-reflections
- teacher-student conferences

**Summative Assessment:**
- online quizzes & tests
- projects

**Benchmark:**
- Unit  Pre-Test

**Alternative:**
- performance tasks
- projects

## Key Vocabulary

- government
- jurors
- taxpayers
- voters
- representative democracy
- elected representatives
- three branches of national government
- United States Constitution
- core civic virtues
- democratic principles
- fundamental rights (e.g., fairness, civil rights, human rights)

## Resources & Materials
- SMARTBoard
- Teacher-made resources

## Technology Infusion
**Teacher Technology:**
- Chromebook

- Google Classroom
- SmartBoard

**Student Technology:**
- Google Classroom
- Chromebooks
- Internet Sources

**Activities:**
- Students will use Chromebooks to research how the roles of elected representatives and how they interact with citizens at local, state, and national levels. They will then create visuals representing the various elected representatives and their methods for interacting with citizens.

| Standard | Standard Description |
|---|---|
| 8.2.5.EC.1 | Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects. |

| Interdisciplinary Integration |
|---|

**Activities:**
- Students will research how the roles of elected representatives and how they interact with citizens at local, state, and national levels. They will then create visuals representing the various elected representatives and their methods for interacting with citizens.

**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 |
|---|---|
| RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |

| NJSLSA.W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---|---|

| 21st Century Life Skills Standards |
|---|
| **Activities:**<br>● Students will research how the roles of elected representatives and how they interact with citizens at local, state, and national levels. They will then create visuals representing the various elected representatives and their methods for interacting with citizens. |

| Standard # | Student Learning Objectives |
|---|---|
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect |
| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |

| Careers |
|---|
| **Activities:**<br>● Students will research how the roles of elected representatives and how they interact with citizens at local, state, and national levels. They will then create visuals representing the various elected representatives and their methods for interacting with citizens. |

| CRP # | Practice |
|---|---|
| 5 | Consider the environmental, social and economic impacts of decisions. |

| Standards | |
|---|---|
| Standard # | Standard Description |
| 6.1.5.CivicsPI.1 | Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. |
| 6.1.5.CivicsPI.2 | Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). |
| 6.1.5.CivicsPI.3 | Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. |
| 6.1.5.CivicsPI.4 | Describe the services our government provides the people in the community, state and across the United States. |
| 6.1.5.CivicsPI.5 | Explain how government functions at the local, county, and state level. |
| 6.1.5.CivicsPI.6 | Distinguish the roles and responsibilities of the three branches of the national government. |
| 6.1.5.CivicsPI.7 | Explain how national and state governments share power in the federal system of government. |
| 6.1.5.CivicsPI.8 | Describe how the United States Constitution defines and limits the power of government. |
| 6.1.5.CivicsPI.9 | Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws. |

| 6.1.5.CivicsDP.1 | Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). |
| --- | --- |
| 6.1.5.CivicsDP.2 | Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). |
| 6.1.5.CivicsDP.3 | Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). |

| Differentiation | | | |
| --- | --- | --- | --- |
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul><li>Provide modifications & accommodations as listed in the student's IEP</li><li>Position student near helping peer or have quick access to teacher</li><li>Modify or reduce assignments/tasks</li><li>Reduce length of assignment for different mode of delivery</li><li>Increase one-to-one time</li><li>Prioritize tasks</li><li>Use graphic organizers</li><li>Use online resources for skill building</li><li>Provide teacher notes</li><li>Use collaborative grouping strategies such as small groups</li><li>NJDOE resources - http://www.state.nj.us/education/specialed/</li></ul> | <ul><li>Provide text-to-speech</li><li>Use of translation dictionary or software</li><li>Provide graphic organizers</li><li>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</li><li>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</li></ul> | <ul><li>Tiered interventions following RTI framework</li><li>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</li><li>Interventional Central - http://www.interventioncentral.org/</li></ul> | <ul><li>Process should be modified: higher order thinking skills, open-ended thinking, discovery</li><li>Utilize project-based learning for greater depth of knowledge</li><li>Utilize exploratory connections to higher grade concepts</li><li>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li><li>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li><li>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</li></ul> |

**Califon Public School
Curriculum**

| Subject: Social Studies | Grade: 5th | Unit #: 2 | Pacing: 9 weeks |
|---|---|---|---|
| Unit Title: Civic Participation | | | |

**OVERVIEW OF UNIT:**

Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies work, which requires an understanding of political systems and defining and addressing public problems.

| Unit References | |
|---|---|
| Big Ideas | Essential Questions |
| <ul><li>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</li><li>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</li><li>A major role of citizens in a representative democracy is to make responsible decisions about who should govern.</li><li>There are different processes for establishing rules and laws.</li></ul> | <ul><li>What are ways that people can initiate change through participation in the decision-making process?</li><li>When evidence, diverse perspectives, and intended/unintended consequences are considered, in what ways can effective conflict resolution be used?</li><li>What are the major roles citizens must play in a representative democracy?</li><li>What are the different processes for establishing rules and laws?</li><li>What is the purpose of rules, laws, and policies?</li></ul> |

| |
|---|
| ● Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good. |

## Objectives

- Students will be able to identify the ways that people can initiate change through participation in the decision-making process.
- Students will be able to assess the ways that effective conflict resolution can be used when evidence, diverse perspectives, and intended/unintended consequences are considered.
- Students will be able to differentiate between the major roles citizens must play in a representative democracy.
- Students will be able to compare and contrast the different processes for establishing rules and laws.
- Students will be able to debate the purpose of rules, laws, and policies.

## Assessment

**Formative Assessment:**
- observation
- self-reflections
- teacher-student conferences

**Summative Assessment:**
- online quizzes & tests
- projects

**Benchmark:**
- Unit  Pre-Test

**Alternative:**
- performance tasks
- projects

## Key Vocabulary

- representatives
- policies/policymaking
- petitions
- elected officials
- qualifications
- procedures
- immigration

| Resources & Materials |
|---|
| ● SMARTBoard<br>● Teacher-made resources |

| Technology Infusion |
|---|

**Teacher Technology:**
- Chromebook
- Google Classroom
- SmartBoard

**Student Technology:**
- Google Classroom
- Chromebooks
- Internet Sources

**Activities:**
- Students will use Chromebooks to research how individuals can initiate and/or influence policymaking on various levels and the role technology plays when individuals follow this process.  The students will then develop a persuasive writing piece on how they can initiate or influence policymaking for a current issue.

| Standard | Standard Description |
|---|---|
| 8.2.5.EC.1 | Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects. |

| Interdisciplinary Integration |
|---|

**Activities:**
- Students will research how individuals can initiate and/or influence policymaking on various levels and the role technology plays when individuals follow this process.  The students will then develop a persuasive writing piece on how they can initiate or influence policymaking for a current issue.

**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 |
|---|---|
| RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| NJSLSA.W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| 21st Century Life Skills Standards | |
|---|---|
| **Activities:** | |
| ● Students will research how individuals can initiate and/or influence policymaking on various levels and the role technology plays when individuals follow this process.  The students will then develop a persuasive writing piece on how they can initiate or influence policymaking for a current issue. | |
| Standard # | Student Learning Objectives |
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect |
| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |

| Careers | |
|---|---|
| **Activities:** | |
| ● Students will research how individuals can initiate and/or influence policymaking on various levels and the role technology plays when individuals follow this process.  The students will then develop a persuasive writing piece on how they can initiate or influence policymaking for a current issue. | |
| CRP # | Practice |

| 5 | Consider the environmental, social and economic impacts of decisions. |
|---|---|

| Standards ||
|---|---|
| **Standard #** | **Standard Description** |
| 6.1.5.CivicsPD.1 | Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. |
| 6.1.5.CivicsPD.2 | Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). |
| 6.1.5.CivicsPD.3 | Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). |
| 6.1.5.CivicsPD.4 | Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position. |
| 6.1.5.CivicsPR.1 | Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. |
| 6.1.5.CivicsPR.2 | Describe the process by which immigrants can become United States citizens. |
| 6.1.5.CivicsPR.3 | Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. |
| 6.1.5.CivicsPR.4 | Explain how policies are developed to address public problems. |
| 6.3.5.CivicsPD.1 | Develop an action plan that addresses issues related to climate change and share with school and/or community members. |
| 6.3.5.CivicsPD.2 | Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue. |
| 6.3.5.CivicsPD.3 | Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials. |

| Differentiation | | | |
|---|---|---|---|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| • Provide modifications & accommodations as listed in the student's IEP<br>• Position student near helping peer or have quick access to teacher<br>• Modify or reduce assignments/tasks<br>• Reduce length of assignment for different mode of delivery<br>• Increase one-to-one time<br>• Prioritize tasks<br>• Use graphic organizers<br>• Use online resources for skill building<br>• Provide teacher notes<br>• Use collaborative grouping strategies such as small groups<br>• NJDOE resources - http://www.state.nj.us/education/specialed/ | • Provide text-to-speech<br>• Use of translation dictionary or software<br>• Provide graphic organizers<br>• NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm<br>• Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | • Tiered interventions following RTI framework<br>• Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/<br>• Interventional Central - http://www.interventioncentral.org/ | • Process should be modified: higher order thinking skills, open-ended thinking, discovery<br>• Utilize project-based learning for greater depth of knowledge<br>• Utilize exploratory connections to higher grade concepts<br>• Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations<br>• Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied<br>• NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |

**Califon Public School
Curriculum**

| Subject: Social Studies | Grade: 5th | Unit #: 3 | Pacing: 9 weeks |
|---|---|---|---|
| Unit Title:  Economics | | | |

**OVERVIEW OF UNIT:**

Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.
The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions.

| Unit References | |
|---|---|
| Big Ideas | Essential Questions |
| ● The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.<br>● Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation. | ● How does the availability of human capital, physical capital, and/or natural resources contribute to the specialization of trade and production?<br>● What is the cause of increased economic interdependence among nations? |

| Objectives |
|---|
| ● Students will be able to explain how the availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.<br><br>● Students will be able to identify the cause of increased economic interdependence among nations. |

| Assessment |
|---|

**Formative Assessment:**
- observation
- self-reflections
- teacher-student conferences

**Summative Assessment:**
- online quizzes & tests
- projects

**Benchmark:**
- Unit  Pre-Test

**Alternative:**
- performance tasks
- projects

| Key Vocabulary |
|---|

- human capital
- physical capital
- natural resources
- economics

| Resources & Materials |
|---|

- SMARTBoard
- Teacher-made resources

| Technology Infusion |
|---|

**Teacher Technology:**
- Chromebook
- Google Classroom
- SmartBoard

**Student Technology:**
- Google Classroom
- Chromebooks
- Internet Sources

**Activities:**
- Students will use Internet resources to research and explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world. Students will then create a website sharing this information.

| Standard | Standard Description |
| --- | --- |
| 8.2.5.EC.1 | Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects. |

| **Interdisciplinary Integration** |
| --- |

**Activities:**
- Students will research and explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world. Students will then create a website sharing this information.

**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 |
| --- | --- |
| RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| NJSLSA.W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| 21ˢᵗ Century Life Skills Standards |
|---|
| **Activities:**<br>● Students will research and explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world. Students will then create a website sharing this information. |

| Standard # | Student Learning Objectives |
|---|---|
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect |
| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |

| Careers |
|---|
| **Activities:**<br>● Students will research and explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world. Students will then create a website sharing this information. |

| CRP # | Practice |
|---|---|
| 5 | Consider the environmental, social and economic impacts of decisions. |

| Standards | |
|---|---|
| Standard # | Standard Description |
| 6.1.5.EconEM.2 | Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). |
| 6.1.5.EconGE.1 | Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world. |
| 6.1.5.EconGE.2 | Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. |
| 6.1.5.EconGE.3 | Use economic data to explain how trade leads to increasing economic interdependence among nations. |
| 6.1.5.EconGE.4 | Compare and contrast how the availability of resources affects people across the world differently. |
| 6.1.5.EconGE.5 | Evaluate the economic impact of science and technology innovations on European exploration. |

| Differentiation | | | |
|---|---|---|---|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul><li>Provide modifications & accommodations as listed in the student's IEP</li><li>Position student near helping peer or have quick access to teacher</li><li>Modify or reduce assignments/tasks</li><li>Reduce length of assignment for different mode of delivery</li><li>Increase one-to-one time</li><li>Prioritize tasks</li><li>Use graphic organizers</li><li>Use online resources for skill building</li><li>Provide teacher notes</li><li>Use collaborative grouping strategies such as small groups</li><li>NJDOE resources - http://www.state.nj.us/education/specialed/</li></ul> | <ul><li>Provide text-to-speech</li><li>Use of translation dictionary or software</li><li>Provide graphic organizers</li><li>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</li><li>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</li></ul> | <ul><li>Tiered interventions following RTI framework</li><li>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</li><li>Interventional Central - http://www.interventioncentral.org/</li></ul> | <ul><li>Process should be modified: higher order thinking skills, open-ended thinking, discovery</li><li>Utilize project-based learning for greater depth of knowledge</li><li>Utilize exploratory connections to higher grade concepts</li><li>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li><li>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li><li>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</li></ul> |

**Califon Public School**
**Curriculum**

| Subject: Social Studies | Grade: 5th | Unit #: 4 | Pacing: 9 weeks |
|---|---|---|---|
| Unit Title:  Human & Civil Rights | | | |

**OVERVIEW OF UNIT:**

Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

| Unit References | |
|---|---|
| Big Ideas | Essential Questions |
| <ul><li>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</li><li>Individuals have the right to be safe and not to be bullied or discriminated against.</li><li>Certain dispositions help individuals contribute to the health of American democracy.</li></ul> | <ul><li>Who is responsible at the state, national, and international levels to promote human rights?</li><li>In what ways are individuals provided with the right to be safe and not be bullied or discriminated against?</li><li>How can individuals help contribute to the health of American democracy?</li></ul> |

| Objectives |
|---|
| <ul><li>Students will be able to determine who is responsible at the state, national, and international levels to promote human rights.</li><li>Students will be able to justify why individuals have the right to be safe and not to be bullied or discriminated against.</li><li>Students will be able to communicate ways individuals can help contribute to the health of American democracy.</li></ul> |

| Assessment | |
|---|---|
| **Formative Assessment:**<br>● observation<br>● self-reflections<br>● teacher-student conferences<br><br>**Summative Assessment:**<br>● online quizzes & tests<br>● projects | **Benchmark:**<br>● Unit  Pre-Test<br><br>**Alternative:**<br>● performance tasks<br>● projects |

| Key Vocabulary |
|---|
| ● fundamental rights<br>● US Constitution & Bill of Rights<br>● democracy<br>● Dr. Martin Luther King, Jr.<br>● human rights<br>● discrimination<br>● bullying<br>● civil rights<br>● women's rights<br>● LGBTQ<br>● social justice |

| Resources & Materials |
|---|
| ● SMARTBoard<br>● Teacher-made resources |

| Technology Infusion |
|---|
| **Teacher Technology:**<br>● Chromebook<br>● Google Classroom<br>● SmartBoard |

**Student Technology:**
- Google Classroom
- Chromebooks
- Internet Sources

**Activities:**
- Students will use Chromebooks and internet sources to research how historical figures have helped serve as catalysts for change and the role people play in promoting human rights and helping those in need. Students will use this information to create presentations and visual representations of how human rights are promoted and the historical figure they researched who helped serve as a catalyst for change.

| Standard | Standard Description |
|---|---|
| 8.2.5.EC.1 | Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects. |

| Interdisciplinary Integration |
|---|

**Activities:**
- Students will research how historical figures have helped serve as catalysts for change and the role people play in promoting human rights and helping those in need. Students will use this information to create presentations and visual representations of how human rights are promoted and the historical figure they researched who helped serve as a catalyst for change.

**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 |
|---|---|
| RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |

| NJSLSA.W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---|---|

| 21st Century Life Skills Standards |
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**Activities:**
- Students will research how historical figures have helped serve as catalysts for change and the role people play in promoting human rights and helping those in need. Students will use this information to create presentations and visual representations of how human rights are promoted and the historical figure they researched who helped serve as a catalyst for change.

| Standard # | Student Learning Objectives |
|---|---|
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect |
| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |

| Careers |
|---|

**Activities:**
- Students will research how historical figures have helped serve as catalysts for change and the role people play in promoting human rights and helping those in need. Students will use this information to create presentations and visual representations of how human rights are promoted and the historical figure they researched who helped serve as a catalyst for change.

| CRP # | Practice |
|---|---|
| 5 | Consider the environmental, social and economic impacts of decisions. |

| Standards | |
|---|---|
| Standard # | Standard Description |
| 6.1.5.CivicsHR.1 | Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). |
| 6.1.5.CivicsHR.2 | Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. |
| 6.1.5.CivicsHR.3 | Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need. |
| 6.1.5.CivicsHR.4 | Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. |
| 6.1.5.CivicsCM.1 | Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. |

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| 6.1.5.CivicsCM.2 | Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good. |
| 6.1.5.CivicsCM.3 | Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. |
| 6.1.5.CivicsCM.4 | Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. |
| 6.1.5.CivicsCM.5 | Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. |
| 6.1.5.CivicsCM.6 | Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation. |

| Differentiation | | | |
|---|---|---|---|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <ul><li>Provide modifications & accommodations as listed in the student's IEP</li><li>Position student near helping peer or have quick access to teacher</li><li>Modify or reduce assignments/tasks</li><li>Reduce length of assignment for different mode of delivery</li><li>Increase one-to-one time</li><li>Prioritize tasks</li><li>Use graphic organizers</li><li>Use online resources for skill building</li><li>Provide teacher notes</li><li>Use collaborative grouping strategies such as small groups</li></ul> | <ul><li>Provide text-to-speech</li><li>Use of translation dictionary or software</li><li>Provide graphic organizers</li><li>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</li><li>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</li></ul> | <ul><li>Tiered interventions following RTI framework</li><li>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</li><li>Interventional Central - http://www.interventioncentral.org/</li></ul> | <ul><li>Process should be modified: higher order thinking skills, open-ended thinking, discovery</li><li>Utilize project-based learning for greater depth of knowledge</li><li>Utilize exploratory connections to higher grade concepts</li><li>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li><li>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li><li>NJDOE resources - http://www.state.nj.us/educa</li></ul> |

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|---|---|---|---|
| ● NJDOE resources - http://www.state.nj.us/education/specialed/ | | | tion/aps/cccs/g_and_t_req.htm |