

6.1 U.S. History: America in the World Focus Topic: A. Civics, Government and Human Rights		Grade Levels: P		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Citizenship begins with becoming a contributing member of the classroom community.	Community Citizenship	https://www.education.com/activity/kindergarten/social-studies/ https://sharemylesson.com/lessons/elementary-k-2/social-studies https://www.education.com/lesson-plan/what-is-a-good-citizen/	Teacher Observation Class Discussion	6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
			Teacher Observation Class Discussion	6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
			Teacher Observation Class Discussion	6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

6.1 U.S. History: America in the World Focus Topic: A. Civics, Government and Human Rights		Grade Levels: 1-4		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Rules and laws are developed to protect people’s rights and the security and welfare of society.	Rights Conflict	http://www.pbisworld.com/tier-2/teach-conflict-resolution-skills/ http://www.living-democracy.com/textbooks/volume-2/unit-5/lesson-1/	Oral Presentation Formative Assessment Student Project Exit Ticket	6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	Constitution Bill of Rights Due Process Democracy	http://www.nea.org/tools/lessons/constitution-day-grades-k-5.html http://www.k12.com/constitution-day.html https://www.youtube.com/watch?v=RnVmlrAiqB8	Oral Presentation Formative Assessment Student Project Exit Ticket	6.1.4.A.2 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.
American constitutional government is based on principles of limited government, shared authority, fairness, and equality.	Fairness Equality Common Good	https://www.usa.gov/branches-of-government-lesson-plan	Oral Presentation Formative Assessment Student Project Exit Ticket Class Discussion	6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
There are different branches within the United States government, each with its own structure, leaders, and processes,	Three Branches of Government Checks and Balances Federal Government	https://www.youtube.com/watch?v=-EISWIY9bG8	Oral Presentation Formative Assessment Student Project	6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution

and each designed to address specific issues and concerns.	State Government		Exit Ticket Research Project	defines and checks the power of government
		https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids	Oral Presentation Formative Assessment Student Project Research Project Exit Ticket	6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government
		https://www.icivics.org/curriculum/state-and-local-government	Oral Presentation Formative Assessment Student Project Research Project Exit ticket	6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
In a representative democracy, individuals elect representatives to act on the behalf of the people.	Representative Democracy Representative Policy	https://educators.brainpop.com/bp-topic/democracy/	Oral Presentation Formative Assessment Student Project Research Project Exit ticket	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 at local, state, and national levels.
		http://www.ushistory.org/gov/12.asp	Performance task Formative Assessment Student Project Hands On Activity Exit Ticket Graphic Organizer	6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	Human/Civil Rights Violation Dr. Martin Luther King, Jr.	https://www.hrw.org/history	Performance task Formative Assessment Student Project Hands On Activity Exit Ticket Graphic Organizer	6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
		https://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html	Oral Presentation Formative Assessment Student Project Hands On Activity Exit Ticket	6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social

		http://www.thekingcenter.org/about-dr-king	Graphic Organizer	change and inspired social activism in subsequent generations.
The United States democratic system requires active participation of its citizens.	Civic Responsibility	https://quizlet.com/21594590/civic-duties-and-responsibilities-flash-cards/ https://betterlesson.com/community/lesson/21259/lesson-4-citizen-responsibilities	Performance Task Oral Presentation Formative Assessment Class Discussion	6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
		http://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-civic-engagement-and-ways-for-students-to-get-involved/	Performance Task Oral Presentation Formative Assessment Class Discussion	6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
Immigrants can become and obtain the rights of American citizens.	Immigrant	https://www.scholastic.com/teachers/blog-posts/shari-edwards/bring-immigration-and-citizenship-life-classroom/	Performance Task Oral Presentation Formative Assessment Class Discussion	6.1.4.A.13 Describe the process by which immigrants become United States citizens.
The world is comprised of nations that are similar to and different from the United States.		http://www.sheppardsoftware.com/World_Content.htm	Performance Task Oral Presentation Formative Assessment Class Discussion	6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	Perspective Diverse Global		Performance Task Oral Presentation Formative Assessment Class Discussion Exit Ticket	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.
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	Interconnected		Research Project Student Project Oral Presentation	6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

6.1 U.S. History: America in the World Focus Topic: B. Geography, People, and the Environment		Grade Levels: P		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Everyone is part of a larger neighborhood and community.	Neighborhood Community	https://www.scholastic.com/teachers/lesson-plans/teaching-content/my-neighborhood/ https://www.education.com/lesson-plan/helpers-in-our-community/	Teacher Observation Class Discussion	6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.
			Teacher Observation Class Discussion Performance Task	6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers

6.1 U.S. History: America in the World Focus Topic: B. Geography, People, and the Environment		Grade Levels: 1-4		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	Spatial Types of Maps (physical, political) Cultural Diffusion Economic Interdependence	https://mapmaker.nationalgeographic.org/	Research Project Formative Assessment Graphic Organizer Exit Ticket	6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

	Geographic Globe Latitude Longitude Time Zones	https://www.census.gov/geography/interactive-maps.html https://www.google.com/earth/ http://www.yourchildlearns.com/online-interactive-maps.htm	Performance Task Oral Presentation Student Project Rubric	6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
			Class Discussion Student Project	6.1.4.B.3 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.
Places are jointly characterized by their physical and human properties.	Landforms Climate Resources Regions of NJ		Student project Research Project Exit Ticket Class Discussion Formative Assessment	6.1.4.B.4 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.
The physical environment can both accommodate and be endangered by human activities.		https://www.census.gov/geography/interactive-maps.html	Student project Research Project Exit Ticket Class Discussion Formative Assessment	6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	Physical Conditions Ecological Conditions Economy Culture Regionalism	http://www.yourchildlearns.com/online-interactive-maps.htm	Research Project Formative Assessment Graphic Organizer Exit Ticket	6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.	Settlement Natural Resources		Student Project Research Project Exit Ticket Class Discussion Formative Assessment	6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
		http://www.esri.com/products/maps-we-love/natural-resources	Research Project Formative Assessment Graphic Organizer Exit Ticket	6.1.4.B.8 Compare ways people choose to use and distribute natural resources
Advancements in science and technology can have unintended consequences that impact individuals and/or societies.			Research Project Class Discussion Performance Task Exit Ticket	6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	Demographic Cultural Differences	https://www.census.gov/geography/interactive-maps.html https://www.google.com/earth/ http://www.yourchildlearns.com/online-interactive-maps.htm	Performance Task Formative Assessment Peer Evaluation/ Self Evaluation	6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

6.1 U.S. History: America in the World Focus Topic: C. Economics, Innovation, and Technology		Grade Levels: 1-4		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
People make decisions based on their needs, wants, and the availability of resources.	Opportunity Costs Needs vs. Wants Scarcity	http://economics.mrdonn.org/lessonplans.html https://www.moneyinstructor.com/elementary.asp https://www.fte.org/teachers/teacher-resources/lesson-plans/	Performance Task Oral Presentation In-Class Activity	6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
			Research Project Class Discussion Performance Task Exit Ticket	6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
Economics is a driving force for the occurrence of various events and phenomena in societies.	Economics Incentives Producers Consumers Supply and Demand Specialization Exchange of Goods and Services	https://www.stlouisfed.org/~media/Education/Lessons/pdf/Saturday-Sancocho.pdf	Class Discussion Formative Assessment Exit Ticket Student Project	6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
			Class Discussion Formative Assessment Exit Ticket Student Project	6.1.4.C.4 Describe how supply and demand influence price and output of products
			Class Discussion Formative Assessment Exit Ticket Student Project	6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.

Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.	Household Business Laborer Global Economy Policymaking Societal Outcomes Private/Public Goods and Services Global Market Consumption of Goods and Services	https://www.stlouisfed.org/~media/Education/Lessons/pdf/Saturday-Sancocho.pdf http://www.proteacher.com/090041.shtml	Class Discussion Formative Assessment Exit Ticket Student Project	6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
			Class Discussion Formative Assessment Exit Ticket Student Project	6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
			Student Project Teacher Observation Oral Presentation Graphic Organizer	6.1.4.C.8 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.
Availability of resources affects economic outcomes.	Resources Economic Outcomes	http://worldpopulationhistory.org/teachers-resources/	Research Project Formative Assessment Graphic Organizer Exit Ticket	6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	Financial Tools Financial Decisions Investment Money - Savings and Debt	https://www.takechargeamerica.org/financial-education/teaching-resources/third-grade/	Class Discussion Formative Assessment Exit Ticket Student Project	6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

			Class Discussion Student Project In Class Activity Research Project	6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.	Inventions Products and Services	http://www.njinvent.org/publications.html	Oral Presentation Research Project Performance Task	6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
			Oral Presentation Research Project Performance Task	6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.
Economic opportunities in New Jersey and other states are related to the availability of resources and technology.		http://lwd.dol.state.nj.us/labor/lpa/LMI_index.html http://lwd.dol.state.nj.us/labor/lpa/content/maps_index.html	Research Project Formative Assessment Graphic Organizer Exit Ticket	6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
			http://www.state.nj.us/transportation/works/njchoices/pdf/assessment.pdf	Class Discussion Oral Presentation Formative Assessment Student Project
Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.	Innovation Scientific achievement and Inventions Science and Technology Agricultural Society Industrial Society Information Age	http://www.njinvent.org/publications.html	Class Discussion Oral Presentation Formative Assessment Student Project	6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

	Communication Systems	http://www.american-historama.org/inventors-timeline.htm	Class Discussion Oral Presentation Formative Assessment Student Project	6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
		http://americanhistory.si.edu/collections/subjects/communications	Class Discussion Oral Presentation Formative Assessment Student Project	6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1 U.S. History: America in the World		Grade Levels: P		
Focus Topic: D. History, Culture, and Perspectives				
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Individuals and families have unique characteristics.	Family Characteristics Traditions	http://themes.atozteacherstuff.com/198/family-lesson-plans-activities-printables-and-ideas/ http://www.educationworld.com/a_lesson/lesson/lesson329.shtml	Teacher Observation Student Project	6.1.4.D.1 Describe characteristics of oneself, one’s family, and others.
			Teacher Observation	6.1.P.D.2 Demonstrate an understanding of family roles and traditions.
There are many different cultures within the classroom and community.	Culture Community Diversity	https://respectfulkindergarten.citizens.weebly.com/lesson-1-respect-and-feelings.html	Teacher Observation	6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).

			Teacher Observation Student Project	6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
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6.1 U.S. History: America in the World Focus Topic: D. Economics, Innovation, and Technology		Grade Levels: 1-4		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	Immigrant Colonization Native American Lenni Lenape Voluntary Involuntary	http://www.discoveryeducation.com/teachers/first-lesson-plans/trails-of-understanding-the-earliest-immigrants.cfm http://www.history.com/topics/u-s-immigration-before-1965 http://www.nj.gov/nj/about/history/short_history.html	Research Project Performance Task Oral Presentation Class Discussion	6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
			Formative Assessment Oral Presentation Student Project Exit Ticket	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.
Key historical events, documents, and individuals led to the development of our nation.	Documents (Mayflower Compact, Declaration of Independence, Constitution, Bill of Rights) George Washington		Research Project Student Project Oral Presentation	6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today
			Oral Presentation Student Project Formative Assessment	6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

<p>Thomas Jefferson Benjamin Franklin Gov. William Livingston American Revolution Trans-Atlantic Slavery</p>	<p>https://pbs39.pbslearningmedia.org/resource/americanexperience27p-soc-compact/wgbh-americanexperience-the-pilgrims-mayflower-compact/#.WkgMIFWnHIU</p> <p>https://www.youtube.com/watch?v=yHp7sMqPL0g&list=PLPfU5mw3Shp97HaB2Z9kzOmVSFC3SIhS</p>	<p>Class Discussion Research Project Student Project Graphic Organizer</p>	<p>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.</p>
	<p>https://www.scholastic.com/teachers/collection/teaching-content/george-washington/ https://www.scholastic.com/teachers/lesson-plans/teaching-content/thomas-jefferson/ http://www.discoveryeducation.com/teachers/free-lesson-plans/ben-franklin-timeline.cfm</p>	<p>Class Discussion Research Project Student Project</p>	<p>6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p>
	<p>http://www.ushistory.org/declaration/related/livingston_w.html</p>	<p>Oral Presentation Formative Assessment Exit Ticket</p>	<p>6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.</p>

		http://revolutionarynj.org/learn/new-jersey-and-the-revolution/	Research Project Student Project Formative Assessment Class Discussion	6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution.
		http://www.inmotionaa.me.org/education/detail.cfm;jsessionid=f8303162401514634814777?migration=1&bhcp=1	Research Project Student Project Formative Assessment Class Discussion	6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
Personal, family, and community history is a source of information for individuals about the people and places around them.	Lenni Lenape Native American	http://www.lenapelifevays.org/lenape1.htm	Research Project Student Project Formative Assessment Class Discussion Oral Presentation	6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
			Research Project Student Project Formative Assessment Class Discussion	6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.	Folklore	http://americanfolklore.net/folklore/myths-legends/	Research Project Student Project Formative Assessment Class Discussion Oral Presentation	6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.	Culture Tradition		Research Project Student Project Formative Assessment Class Discussion Oral Presentation	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.	Identity Values		Graphic Organizer Research Project Student Project	6.1.4.D.14 Trace how the American identity evolved over time.
Cultures struggle to maintain traditions in a changing society.	Traditional Beliefs		Research Project Student Project Formative Assessment Class Discussion	6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
Prejudice and discrimination can be obstacles to understanding other cultures.	Prejudice Discrimination Stereotype	http://www.discovereducation.com/teachers/formative-lesson-plans/understanding-stereotypes.cfm http://www.understandingprejudice.org/teach/elementary.htm	Research Project Student Project Formative Assessment Class Discussion	6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	Historical Symbols and Monuments Historical Holidays	https://www.education.com/lesson-plan/american-symbols/ http://lessonplanspage.com/ssartla4thofjulyflagdayamericansymbols12-hm/	Research Project Student Project Formative Assessment Class Discussion	6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.			Research Project Student Project Formative Assessment Class Discussion	6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

<p>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</p>	<p>Interpret Perspective</p>	<p>http://www.discoveryeducation.com/teachers/formative-assessments/children-around-the-world.cfm</p>	<p>Research Project Student Project Formative Assessment Class Discussion</p>	<p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p>
		<p>http://users.manchester.edu/student/jlstiffler/profwebsite/CultureUnit.pdf</p>	<p>Research Project Student Project Formative Assessment Class Discussion</p>	<p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>

<p>6.3 Active Citizenship in the 21st Century Focus Topic: A. Civics, Government and Human Rights</p>		<p>Grade Levels: 1-4</p>		
<p>Learning Standard</p>	<p>New Vocabulary</p>	<p>Resources</p>	<p>Benchmarks/ Assessments</p>	<p>Student Evidence</p>
	<p>Active Citizen Rules Laws Community Culture</p>	<p>http://www.pbisworld.com/tier-2/teach-conflict-resolution-skills/ http://www.living-democracy.com/textbooks/volume-2/unit-5/lesson-1/</p>	<p>Research Project Student Project Formative Assessment Class Discussion</p>	<p>6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p>
	<p>Local Issues Perspective Resources Bias</p>		<p>Research Project Student Project Formative Assessment Class Discussion</p>	<p>6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups,</p>

<p>Active citizens in the 21st century: Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. Are aware of their relationships to people, places, and resources in the local community and beyond. Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. Develop strategies to reach consensus and resolve conflict.</p> <p>Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</p>				including community members and local officials.
	<p>Group Action Issue Consensus Resolve Conflict Need for Fairness</p>	<p>http://ctb.ku.edu/en/developing-strategic-and-action-plans</p>	<p>Student Project Class Project Class Discussion Performance Assessment</p>	<p>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p>
	<p>Public Concern Common Issues Communicate</p>	<p>https://www.weareteachers.com/encourage-global-perspective-classroom/</p>	<p>Teacher Observation Rubric</p>	<p>6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.</p>

<p>6.3 Active Citizenship in the 21st Century Focus Topic: B. Geography, People and the Environment</p>		<p>Grade Levels: 1-4</p>		
<p>Learning Standard</p>	<p>New Vocabulary</p>	<p>Resources</p>	<p>Benchmarks/ Assessments</p>	<p>Student Evidence</p>
	<p>Advocacy Project Environmental Issues</p>		<p>Teacher Observation Oral Presentation Student Project</p>	<p>6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</p>

6.3 Active Citizenship in the 21st Century Focus Topic: C. Economics, Innovation, and Technology		Grade Levels: 1-4		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
	Implement Group Initiative Economic Issue		Teacher Observation Oral Presentation Student Project	6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3 Active Citizenship in the 21st Century Focus Topic: D. History, Culture, and Perspectives		Grade Levels: 1-4		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
	Discriminatory		Teacher Observation Oral Presentation Student Project	6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Assessments	Teacher observation, oral prestations, student projects, rubrics, class projects, class discussion, performance assessment, formative assessment, research project, graphic organizer, exit ticket
21st Century Skills and Career Integration	Relate earning power to quality of life across cultures; evaluate the relationship of cultural traditions and historical influences on financial practice; identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals; evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
Technology Integration	Digital tools (word processing documents); online simulations, videos, games, museums; create story using digital cameras and multimedia tools; engage in learning activities with students in other classes, schools or countries using various media formats; apply cybersafety and appropriate use policies; use geographic mapping tools to plan and solve problems.
Interdisciplinary Integration	ELA: comprehension of nonfiction, writing (assignments, projects, assessments), oral presentations Math: mapping skills (distance and measurement), currency and exchange rates
Core Instruction and Supplemental Materials	Journeys instructional textbook and Our Nation textbook , supplemental internet sources and videos, Weekly Reader, Scholastic News, Newsela
Modifications and Accommodations	ELL: leveled readers; ELL series workbook; small group instruction Special Education: leveled readers; small group instruction; modified assessments G&T: leveled readers; enrichment activities; small group instruction