

# **Roosevelt Public School**

2A School Lane, PO Box 160  
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## **SOCIAL STUDIES PHILOSOPHY STATEMENT**

The central purpose of social studies education is to prepare students to be humane, rational, understanding, and participating citizens in a diverse society and in an increasingly interdependent world. Students will also seek to preserve and continue to progress toward a just society.

To function effectively as citizens of New Jersey, the United States, and the world, students need to appreciate their common human historical and cultural background, as well as to esteem their own and others' individual and group heritages.

As participating members of a democratic society, individuals must know how to cope with social problems and to form opinions, use reason, evidence and judgment. They must be able to act with responsibility and to accept and to respect the rights and dignity of others. The individual must have a well-developed value system and be willing to act upon it, either independently or as a member of a group.

Social studies programs should take full advantage of the school and extended community as learning environments. Students and teachers should be encouraged to become involved with the many resources available.

The New Jersey Core Curriculum Standards for social studies are designed to prepare students for their future role as intelligent and active citizens in our democratic society. The social studies curriculum for Roosevelt Public School was prepared in accordance with these standards:

Standard 6.1 ( Social Studies) All students will acquire the critical thinking, problem solving and research and social skills and dispositions needed for effective citizenship in a democratic society.

Standard 6.2 (Civics) All students will demonstrate knowledge, understanding, and appreciation of the foundation, values, and principles of American democracy and the rights, responsibilities, and roles of a citizen in a democratic society.

Standard 6.3 ( The Humanities) all students will have an enriched and broader understanding of the social studies through the study of the related areas of the humanities ( literature, art, philosophy, music and architecture).

Standard 6.4 ( World History) All students will demonstrate knowledge and understanding of major events and issues in world history from pre-history to the modern world.

Standard 6.5 ( United States History) all students will demonstrate knowledge and understanding of major events, personalities and issues in the history of the United States of America.

Standard 6.6 (New Jersey History) All students will demonstrate knowledge and understanding of major events, personalities and issues in the history of New Jersey.

Standard 6.7 ( Economics) All students will acquire an understanding of the key economic principles in relation to individuals, institutions, and governments.

Standard 6.8 ( Geography) all students will acquire and apply understanding of the spatial contexts of people, places and the environment of the earth.

Standard 6.9 ( Sociology and anthropology) all students will demonstrate understanding of societal and cultural structures and functions and how they have contributed and continue to contribute to our everyday experience.

# Roosevelt School District Free To Be Me Kindergarten

Goal: Students will develop a sense of personal identity and self-worth.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Understand the importance of the individual</p> <p>Recognize that every individual is unique</p> <p>Identify personal characteristics</p> <p>Identify personal interests and strengths</p>	<p>6.3</p>	<p>Mural in co-op group of basic needs (homes, food, clothing, etc.)</p> <p>Body tracings</p> <p>Role play good/bad manners</p> <p>Create class book of personal interests</p> <p>Puppetry - create sock puppet of themselves using felt, markers and squiggly eyes</p> <p>Literature - such as "When I Get Bigger" by Mercer Mayer</p> <p>Affirm fellow students</p> <p>Songs/Fingerplays/Movement - such as songs from "Free To Be You &amp; Me" - Marlo Thomas</p>	<p>Student participation</p> <p>Teacher observation</p>

# Roosevelt School District

## Free To Be Me

### Kindergarten

Goal: Students will learn to work together in their family and school communities

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Recognize that he/she is a member of a social group</p> <p>Show respect and concern for others</p> <p>Cooperate, participate, and support others as a member of a group</p> <p>Work effectively with others to accomplish a mutual goal</p> <p>Understand the concept of nuclear and extended families</p> <p>Be aware of how each family member's role plays a part in their lives</p> <p>Recognize the importance of love and respect</p> <p>Recognize the need for rules and laws and how to be a good citizen and family member</p>	<p>6.1, 6.3, 6.5</p>	<p>Cooperative learning activities</p> <p>Classroom helpers</p> <p>Develop class rules</p> <p>Class projects</p> <p>Group games</p> <p>Literature - such as "Berenstain Bears Mind Their Manners" by Jay and Stan Berenstain</p> <p>Invite school personnel and family members to school to discuss roles</p> <p>Memorize pledge</p> <p>Identify parts/symbols of flag</p>	<p>Student participation</p> <p>Teacher observation</p>
<p>Identify school community</p> <p>Recognize Pledge of Allegiance</p> <p>Describe Flag</p>	<p>6.2</p>		
<p>Recognize basic needs</p>	<p>6.2, 6.6</p>		

# Roosevelt School District

## Free To Be Me

### Kindergarten

Goal: Students will compare cultural similarities and differences of groups of people and practice prejudice reduction strategies.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Recognize similarities and differences of others</p> <p>Identify human basic needs (food, clothing, shelter, family)</p> <p>a. humans depend on the environment for basic needs</p> <p>b. examine basic needs of people from the continents</p> <p>Recognize one's own family heritage</p> <p>Develop an awareness of courtesy, honesty, and manners</p> <p>Be accepting of similarities and differences in others</p>	<p>6.1, 6.3, 6.5</p>	<p>Literature - such as "It's Kwanzaa Time" by Synthia Saint James</p> <p>Class family album</p> <p>Family trees</p> <p>Invite family members to school</p> <p>Class discussion</p>	<p>Student participation</p> <p>Teacher observation</p>

# Roosevelt School District

## Free To Be Me

### Kindergarten

Goal: Students will be aware of current events and current issues pertaining to their lives.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Be aware of current events and their impact</p>	<p style="text-align: center;">6.3</p>	<p>Reading and listening from Media (<i>Scholastic News</i>, <i>Time for Kids</i>, <i>Ranger Rick</i>, Internet websites)</p> <p>Class discussions</p>	<p>Student participation</p> <p>Teacher observation</p>

# Roosevelt School District

## Free To Be Me

### Kindergarten

Goal: Students will identify people/events that are honored through holidays.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Recognize special days and why people celebrate them</p> <p>Be aware of contributions/impact of famous people from other cultures</p>	<p>6.3</p>	<p>Literature - such as "Clifford's Holiday Book" by Norman Bridwell</p> <p>Reading and listening from Media (<i>Scholastic News, Time for Kids, Ranger Rick</i>, Internet websites)</p> <p>Class discussions</p>	<p>Student participation</p> <p>Teacher observation</p>

# Roosevelt School District

## Free To Be Me

### Kindergarten

Goal: Students will be introduced to geography through the use of maps and globes.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Be aware of characteristics of the world such as climate, seasons, and land/water</p> <p>Be aware of one's own position on the earth's surface</p> <p>a. directionality - up, down, over, through, left, right, near, next to, behind, opposite, north, south, east, west</p> <p>b. use of simple maps and globes for weather, seasons, families, current events</p>	<p>6.5</p>	<p>Daily calendar including weather</p> <p>Graphing monthly weather</p> <p>Simon Says Game for directionality</p> <p>Color simple maps showing land and water</p> <p>Puzzles</p> <p>Floor maps</p>	<p>Student participation</p> <p>Teacher observation</p>

**Roosevelt School District  
Myself, My Family  
First Grade**

Goal: Students will recognize self in relationship to others and demonstrate a responsibility to themselves and others.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Identify impact of self in family, school, and neighborhood</p> <p>Compare/contrast family, schools, neighborhoods</p> <p>Identify ways that students can contribute to their families, schools, and neighborhoods</p> <p>Understand Holocaust</p> <p>Discuss current social problems</p>	<p>6.1, 6.3, 6.5</p> <p>6.2, 6.4</p> <p>6.2, 6.4</p>	<p>Literature - "The Little Red Hen" - fairy tale</p> <p>Draw pictures</p> <p>Interview family members</p> <p>Share family traditions</p> <p>Pen-pals in another school or neighborhood</p> <p>Guest speakers</p> <p>Class discussions</p> <p>The Lily Cupboard</p>	<p>Student participation</p> <p>Teacher observation</p>





# Roosevelt School District

## Myself, My Family

### First Grade

Goal: Compare cultural similarities and differences among groups of people and practice prejudice reduction strategies.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Discuss the need for respect and acceptance of self and different family groupings and lifestyles including ethnic, cultural, and socio-economic factors</p> <p>Understand and respect languages, dialects, traditions, customs and religions</p> <p>Understand that all cultures have the same basic needs but meet those needs in a variety of ways</p> <p>Understand how cultures have become assimilated into our daily lives</p> <p>Understand how traditions and customs have passed from one generation to another in the student's family</p> <p>Identify different ways to deal with conflict</p> <p>Accept responsibility for one's actions</p> <p>Develop a sense of self-pride and acceptance</p> <p>Recognize the need to articulate one's point of view, attitude and opinion</p> <p>Develop an awareness of courtesy, honesty, and manners</p>	<p>6.1, 6.3, 6.5</p>	<p>Literature - "The Bracelet" by Yoshiko Uchida</p> <p>Class family album</p> <p>Family trees</p> <p>Invite family members to school</p> <p>Class discussions</p> <p>Learn simple words in different languages - such as "ola" means "hello" in Spanish</p> <p>Peacemaking strategies and cooperative learning activities</p> <p>Develop a list of class rules and consequences</p>	<p>Student participation</p> <p>Teacher observation</p>

Roosevelt School District  
 Myself, My Family  
 First Grade

Goal: Students will be aware of current events and recognize that they are part of a community.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
Students will:  Be aware of current events and their impact  Identify ways that students can contribute to their community  Recognize community helpers	6.1, 6.3, 6.5          6.2, 6.4	Reading and listening from media ( <i>Scholastic News, Time for Kids, Ranger Rick, and Internet websites</i> )   Class discussions	Student participation  Teacher observation

Roosevelt School District  
 Myself, My Family  
 First Grade

Goal: Students will identify people/events that are honored through holidays.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Recognize special days and why people celebrate them</p> <p>Be aware of contributions/impact of famous people from other cultures</p>	<p style="text-align: center;">6.3</p>	<p>Literature - such as "Count the Days 'Til Christmas" by Maryann Cocca-Leffler; "Latkes and Applesauce" by Fran Manushkin; "My First Kwanzaa Book" by Deborah Newton Chocolate</p> <p>Reading and listening from media (<i>Scholastic News, Time for Kids, Ranger Rick, and</i> Internet websites)</p> <p>Class discussions</p>	<p>Student participation</p> <p>Teacher observation</p>

Roosevelt School District  
 Myself, My Family  
 First Grade

Goal: Students will demonstrate an understanding of geography and an understanding of their location in the world.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Be aware of one's position on the Earth's surface (north, south, east, west, equator, north and south poles using maps and globes</p> <p>Identify their continent, country, and state</p> <p>Be aware of characteristics of the world (ocean, rivers, mountains, New Jersey's location in relation to the United States, the United States in relation to the world, and locations role in climate</p> <p>Recognize neighborhood maps</p> <p>Identify land formations</p>	<p style="text-align: center;">6.5</p>      <p style="text-align: center;">6.9, 6.8</p> <p style="text-align: center;">6.7, 6.2</p>	<p>Literature - such as "Seven Blind Mice" by Ed Young</p> <p>Reading and listening from media (<i>Scholastic News, Time for Kids, Ranger Rick, and</i> Internet websites)</p> <p>Class discussions</p> <p>Puzzles</p> <p>Floor maps</p> <p>Color simple map showing land and water</p> <p>Simon Says game for directionality</p>	<p>Student participation</p> <p>Teacher observation</p>

# Roosevelt School District

## The Unity of Community

### Second Grade

Goal: Students will identify the different types of communities and their resources and services.

Objective	NJ Core Curriculum Standards	Strategies/Activities	Assessment Tools
<p>Students will:</p> <p>Identify the various types of communities (neighborhood, city, town, etc.)</p> <p>Name the needs of communities (natural resources, government, and laws)</p> <p>Define a community as a place and people who live there</p> <p>Identify various community services</p> <p>Understand and appreciate the various cultures that make up a community</p> <p>Identify urban, suburban, and rural communities</p> <p>Describe similarities and differences between types of communities</p> <p>Identify reasons why communities develop where they do</p>	<p>6.1, 6.3, 6.5</p>	<p>Pen pals</p> <p>Dioramas, trioramas, mobiles, models of communities, etc.</p> <p>Literature - such as various community worker books by Scholastic publishers and "The Jolly Postman" by Janet and Allan Ahlberg</p> <p>Painting murals</p> <p>Student books</p> <p>Field trips</p> <p>Guest speakers</p> <p>Class discussion</p>	<p>Student participation</p> <p>Teacher observation</p> <p>Student presentations</p>

# Roosevelt School District

## The Unity of Community

### Second Grade

Goal: Students will recognize that each member of the community has a role and responsibility in the community and identify the roles of community workers.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Recognize that people work in groups to meet needs</p> <p>Identify the resources available to the community</p> <p>Understand the role of services in the community: police, fire, government, postal, school, etc.</p> <p>Understand the types of goods and services provided by Roosevelt</p>	<p>6.1, 6.3</p>	<p>Student books</p> <p>Literature - such as Learn To Read BOoks about the community and cultural awareness from Creative Teaching Press</p> <p>Guest Speakers</p> <p>Field Trips - Post Office, Rescue Squad</p> <p>Class discussion</p>	<p>Student participation</p> <p>Teacher observation</p> <p>Student presentations</p>

# Roosevelt School District

## The Unity of Community

### Second Grade

Goal: Students will identify means of transportation (land, sea, air and space).

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Identify transportation systems within various communities</p> <p>Explain how communities are dependent on transportation for their basic needs</p> <p>Explain that modes of transportation change through advances in technology</p> <p>Understand how transportation provides jobs and income for the community</p>	<p>6.5</p>	<p>Build a transportation system within a model of a community</p> <p>Literature - such as "Where's Our Mama?" by Diane Goode and "The Magic School Bus - Taking Flight" by Joanna Cole</p> <p>Class discussion</p>	<p>Student participation</p> <p>Teacher observation</p> <p>Student presentations</p>



Roosevelt School District  
The Unity of Community  
Second Grade

Goal: Students will understand the importance of communication (written, oral, technological) for all people.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Identify communication systems within various communities</p> <p>Explain how communities are dependent upon communication</p> <p>Explain that modes of communication change through advances in technology</p> <p>Understand how communication provides jobs and income for the community</p> <p>Understand the importance of communication for all people including the handicapped and non-English speaking</p>	<p>6.1, 6.3, 6.5</p>	<p>Literature - such as "Helen Keller" biographies</p> <p>Class newspaper</p> <p>Create a School post office</p> <p>Pen pals</p> <p>Technology (e-mail, internet, cell phone)</p> <p>Closed caption television</p> <p>Sign language and Braille</p> <p>Seeing See Dog</p> <p>Make telephone/telegraphs</p> <p>Class discussion</p>	<p>Student participation</p> <p>Teacher observation</p> <p>Student presentations</p>

# Roosevelt School District

## The Unity of Community

### Second Grade

Goal: Students will learn about the cultural similarities and differences among groups of people and practice prejudice reduction strategies.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Discuss the need for respect and acceptance of different family grouping and lifestyles including ethnic, cultural and socio-economic factors</p> <p>Understand and respect languages, dialects, traditions, customs, and religions</p> <p>Understand that all cultures have the same basic needs but meet those needs in a variety of ways</p> <p>Compare/contrast world cultures with the students' cultures</p> <p>Understand how cultures have become assimilated in our daily lives</p> <p>Understand how traditions and cultures have passed from one generation to another in the student's family</p> <p>Discuss current social problems such as prejudice, bias, sexism, discrimination, etc.</p>	<p>6.1, 6.3, 6.5</p>	<p>Guest speakers</p> <p>Literature - such as "Rechenka's Eggs" by Patricia Polacco</p> <p>Conflict resolution, peacemaking, and cooperative learning activities</p> <p>International tasting party</p> <p>Family trees</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Student presentation</p>

Roosevelt School District  
The Unity of Community  
Second Grade

Goal: Students will be aware of and discuss current events.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Be aware of current events and their impact</p> <p>Identify ways that students can contribute to their community</p>	<p>6.1, 6.3, 6.5</p>	<p>Reading and listening from Media (<i>Scholastic News</i>, <i>Time for Kids</i>, newspapers, magazines, and internet websites)</p> <p>Class discussions</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Student presentation</p>

Roosevelt School District  
The Unity of Community  
Second Grade

Goal: Students will identify and learn about people/events that are honored through holidays.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Recognize special days and why people celebrate them</p> <p>Be aware of contributions/impact of famous people from other cultures</p>	<p style="text-align: center;">6.3</p>	<p>Literature - such as "Happy Birthday Martin Luther King, Jr." by Jean Marzolo and "A Picture Book of Abraham Lincoln" by David Adler</p> <p>Reading and listening from Media (<i>Scholastic News, Time for Kids</i>, newspapers, magazine, and internet websites)</p> <p>Class discussions</p>	<p>Student participation</p> <p>Teacher observation</p> <p>Student presentation</p>

Roosevelt School District  
The Unity of Community  
Second Grade

Goal: Students will participate as a citizen in the class, school, and community

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Define the roles and responsibilities of a citizen (obey laws, pay taxes, and vote)</p> <p>Recognize that everyone is entitled to justice and fairness in an impartial and unprejudiced way</p> <p>Respect personal and community property</p> <p>Recognize why rules and laws are necessary for the survival of communities</p> <p>Understand the need and respect for authority</p>	<p>6.1, 6.3</p>	<p>Guest speakers</p> <p>Literature - such as "Berenstain Bears Mind Their Manners" by Jan and Stan Berenstain</p> <p>Role Playing</p> <p>Conflict resolution</p> <p>Class discussion</p>	<p>Student participation</p> <p>Teacher observation</p>

Roosevelt School District  
The Unity of Community  
Second Grade

Goal: Students will demonstrate an understanding of geography and an understanding of their location in the world.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Be aware of one's position on the Earth's surface (using maps, globes, compass rose, keys, legends, lines of longitude and latitude, etc.)</p> <p>Understand physical characteristics of a place (land forms, bodies of water, climate, continents, etc.)</p> <p>Be aware of the exact location of a place on the Earth's surface</p> <p>Understand the elements that change the Earth's surface (natural disasters)</p> <p>Understand how humans interact with the environment</p>	<p>6.5</p>	<p>Literate - "Flat Stanley" series by Jeff Brown</p> <p>Class discussion</p> <p>Puzzles</p> <p>Maps and globes</p> <p>Reading and listening from Media (<i>Scholastic News</i>, <i>Time for Kids</i>, newspapers, magazines, and internet websites)</p> <p>Geography journals</p>	<p>Student participation</p> <p>Teacher observation</p> <p>Student presentation</p>

# Roosevelt School District

## Social Studies

### Third Grade

Goal: Students will demonstrate knowledge of Roosevelt history to understand life and event in the past and how they relate to the present and future.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Understand the process of learning about the history of their community.</p> <p>Compare and contrast early Roosevelt and Roosevelt today.</p> <p>Gain knowledge and appreciation of the social, political and economic history of Roosevelt.</p>	<p>6.3 A,B</p>	<p>KWL chart</p> <p>Invite local residents and business city planner to speak</p> <p>Tour Hightstown/East Windsor</p> <p>Make maps of neighborhood from home to school explore community buildings and artifacts.</p> <p>Discuss local landmarks</p> <p>Make a display of goods from local businesses</p> <p>Get business cards from local businesses</p> <p>Make a timeline</p> <p>Oral histories</p>	<p>Student participation</p> <p>Student projects</p> <p>Quizzes</p> <p>Oral and written presentations</p>

# Roosevelt School District

## Social Studies

### Third Grade

Goal: Students will learn about New Jersey's First Peoples (Lenni Lenape /Delaware Indians) in order to understand life and events in the past and how they relate to the present and future.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Understand the origins, traditions and ways of life of the Lenni Lenape Indians.</p> <p>Understand the role the Lenni Lenape Indians have in NJ today.</p> <p>Compare and contrast our culture today with Lenape culture of long ago.</p> <p>Identify how the Lenapes used their environment for survival.</p> <p>Understand Lenape family structure, political organization, religion and the arts.</p>	<p>6.3</p> <p>6.5 A,B</p>	<p>KWL chart</p> <p>Cooperative learning groups</p> <p>Examine food, traditions, religions, customs, clothing, shelter</p> <p>Projects - make models of dwellings, canoes, masks, tribal symbols, instruments, wampum belts, moccasins, etc.</p> <p>Read literature such as <u>Rainbow Crow</u></p> <p>Invite speaker from Rider University</p> <p>Trip to NJ State Museum</p>	<p>Oral and written presentations</p> <p>Class participation</p> <p>Evaluate projects</p>



# Roosevelt School District

## Social Studies

### Third Grade

Goal: Students will demonstrate knowledge and appreciation for the diverse groups of people who have immigrated to America and have settled in New Jersey.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Recognize the various groups that populate NJ.</p> <p>Examine immigration trends in NJ, including their own families.</p> <p>Compare and contrast groups of people with different cultural heritages that live in NJ.</p> <p>Understand and appreciate the immigrant backgrounds of the pioneers who founded Roosevelt.</p>	<p>6.3 A,B</p>	<p>Learn about special days/cultural holidays.</p> <p>Learn about traditions.</p> <p>Interview family, friends, and neighbors.</p> <p>Cultural sharing of food, literature, music, art, and focus days.</p> <p>Research country of origin.</p> <p>Graphing.</p>	<p>Oral/written presentations</p> <p>Quizzes</p> <p>Class participation</p> <p>Projects</p>

# Roosevelt School District

## Social Studies

### Third Grade

Goal: Students will learn about cultural similarities and differences of groups of people.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Discuss the need for respect and acceptance of different family groupings and life styles including ethnic, cultural and socioeconomic factors.</p> <p>Understand and respect languages, dialects, traditions, customs and religious.</p> <p>Understand that all cultures have the same basic needs but meet those needs in a variety of ways.</p> <p>Compare/contrast world cultures with student's cultures.</p> <p>Understand how cultures have become assimilated into our daily lives.</p> <p>Understand how traditions and customs have passed from one generation to another in the student's family.</p> <p>Discuss current social problems such as prejudice, bias, discrimination, sexism, etc.</p>	<p>6.3A</p>	<p>Read literature such as <u>Molly's Pilgrim</u>. <u>The Patchwork Quilt</u>, etc.</p> <p>Make a class quilt to represent student's families.</p> <p>Celebrate cultural holidays such as Kwanzaa, Dwali, Cinco de Mayo, Chinese New Year, Chanukah, etc.</p> <p>Learn about cultures through focus days such as "Holidays Around the World."</p> <p>Use Venn diagrams to compare/contrast.</p> <p>Interview family members.</p> <p>Research family roots.</p> <p>Guest speakers/programs.</p>	<p>Oral and written presentations</p> <p>Class participation</p> <p>Projects</p>

# Roosevelt School District

## Social Studies

### Third Grade

Goal: Students will continue to learn about and practice prejudice reduction.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Be sensitive to feelings of self and others.</p> <p>Identify constructive ways to deal with conflict.</p> <p>Develop a sense of self pride and acceptance.</p> <p>Accept responsibility for one's actions.</p> <p>Recognize the need to articulate and support his/her point of view, attitude and opinion.</p> <p>Express his/her positive value as a member of the family unit.</p> <p>Develop an awareness of courtesy, honesty, and manners.</p>	<p>6.1B, 6.3A</p>	<p>Peacemaking program</p> <p>Cooperative learning strategies</p> <p>Develop list of class rules and consequences</p> <p>Classroom helpers</p> <p>Literature</p> <p>Websites</p> <p>Holocaust</p>	<p>Oral and written presentations</p> <p>Class participation</p> <p>Journals</p>

Roosevelt School District  
Social Studies  
Third Grade

Goal: Students will be able to discuss current events.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
Students will be aware of current events and their impact.	6.1A,B,E,6.	Read and summarize articles from Time For Kids.  Oral and written presentations	Journals/notebooks  Oral and written presentations  Class participation

# Roosevelt School District

## Social Studies

### Third Grade

Goal: Students will understand and appreciate the values and principles of American democracy and the rights, responsibilities and roles of a citizen in the nation and the world.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Identify documents which represent democratic principles such as the Pledge of Allegiance and the Constitution.</p> <p>Identify examples of the rights and responsibilities of citizens.</p> <p>Identify symbols of American principles and beliefs, such as the flag and the Blindfolded Statue of Justice.</p>	<p>6.1B,D</p>	<p>KWL chart</p> <p>Read and discuss from <u>We the People, The Four Freedoms,</u> etc.</p> <p>Make models of the Statue of Liberty, Liberty Bell, etc.</p> <p>Class constitution/rules</p> <p>Discuss the Pledge of Allegiance and the Preamble to the Constitution.</p> <p>Websites</p> <p>Guest speakers</p> <p>Role play</p>	<p>Class participation</p> <p>Oral and written presentations/projects</p> <p>Journals/notebooks</p>

# Roosevelt School District

## Social Studies

### Third Grade

Goal: Students will identify and learn about people/events that are honored through holidays.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Recognize special days and why people celebrate them.</p> <p>Be aware of famous Hispanic, Asian, African, Middle Eastern and European people and their contributions/impact.</p> <p>Be aware of current events and their impact.</p>	<p>6.1B,E</p>	<p>Guest speakers/presentations</p> <p>Research famous multi-cultural people and their contributions to the USA.</p> <p>Make models of famous multi-cultural people.</p> <p>Celebrate the special holiday through food, music, poetry, skits, literature, etc.</p>	<p>Class participation</p> <p>Oral/written presentations</p> <p>Projects</p>

# Roosevelt School District

## Social Studies

### Third Grade

Goal: Students will apply knowledge of spatial relationship and other geographic skills to understand human behavior in relation to the physical and cultural environment.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Understand the geographic features of NJ (highlands, piedmont, plateaus, coastal plain)</p> <p>Demonstrate knowledge of New Jersey's geographic position in the world.</p>	<p>6.5B</p>	<p>Color code map regions</p> <p>Make salt/clay maps</p> <p>Research regions and features</p> <p>Web sites</p>	<p>Class projects</p> <p>Oral/written presentations</p> <p>Journals/notebooks</p> <p>Quizzes</p>

# Roosevelt School District

## Social Studies

### Third Grade

Goal: Students will demonstrate knowledge of N.J. (landforms, symbols, regions, economics, industry and agriculture).

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Compare Roosevelt with other areas around the state and nation.</p> <p>Understand the role NJ plays in the NY, Washington megalopolis.</p> <p>Understand the role NJ industry plays in the US and the world (petroleum, chemicals, manufacturing, medicine, rubber and plastics, instruments, tourist).</p> <p>Understand the role NJ agriculture plays in the US and the world (dairy, vegetables, horses, fruits, truck and commercial farms).</p> <p>Understand the growth of NJ's cities and the impact in the state and union.</p> <p>Understand the role NJ industry and agriculture plays on the environment.</p>	<p>6.5B,C,D,E</p>	<p>KWL chart</p> <p>Label map of NJ with relation to USA</p> <p>Brainstorm characteristics of Roosevelt compare with other areas in the state, rural, suburb, city geography, landmarks, waterways</p> <p>Use globe to label continents, hemispheres and ocean</p> <p>Use desk maps</p> <p>Create maps with legend-product, agriculture, resource</p> <p>Booklet of NJ regions</p> <p>NJ Box of Facts</p> <p>NJ Bingo game</p> <p>NJ websites</p> <p>Guest speaker</p>	<p>Oral and written presentations</p> <p>Class participation</p> <p>Quizzes</p> <p>Notebooks</p>



# Roosevelt School District

## Social Studies

### Fourth Grade

Goal: Students will become aware of New Jersey history

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Explain the role explorers such as Cabot and Hudson had on the formation of the state of NJ.</p> <p>Describe the role of the Dutch and Swedes in NJ and the establishment of a British colony under Berkeley and Carteret.</p> <p>Determine the role NJ played in the struggle for independence.</p> <p>Determine the role NJ played in the American Revolution.</p> <p>Explain the life style of the people of early NJ with regards to occupation, transportation, communication, trade, etc.</p>	<p>6.3 A,B</p>	<p>Read appropriate chapters in textbook and teacher prepared materials for greater comprehension of objectives.</p> <p>View appropriate videos and websites to enhance student learning.</p> <p>Visit the State House, Old Barracks, and NJ State Museum.</p> <p>Create a timeline of events.</p> <p>Make an "Explorer Booklet" which highlights the accomplishments, reasons for exploration, etc.</p> <p>Create a chart and compare the lifestyle of people of early NJ and today.</p>	<p>Text generated tests or quizzes</p> <p>Teacher prepared open-ended questions</p> <p>Class participation and peer evaluation</p> <p>Student/Teacher developed rubrics for activities</p>

# Roosevelt School District

## Social Studies

### Fourth Grade

Goal: Students will compare and contrast the governments of New Jersey and the United States

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Explain the structure of NJ and the United States government including state, county and local governments as well as state level executive, legislative and judicial branches.</p> <p>Determine the role NJ plays within the US government.</p> <p>Evaluate the current problems caused by NJ's modern development.</p>	<p>6.4 B</p>	<p>Read appropriate chapters in textbook, teacher prepared materials and appropriate websites for greater comprehension of objectives.</p> <p>View appropriate videos and websites to enhance student learning.</p> <p>Create charts of the branches of government.</p> <p>Write to representatives, senators, governor and mayor and share information with the class.</p> <p>Visit the State House of Drumthwacket.</p> <p>Use current events to initiate discussion of current problems.</p>	<p>Text generated tests and quizzes</p> <p>Class participation and peer evaluation</p> <p>Student/teacher developed rubrics, oral/written presentations</p> <p>Teacher prepared open-ended questions</p>

# Roosevelt School District

## Social Studies

### Fourth Grade

Goal: Students will investigate the United States Constitution and the Bill of Rights.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Identify key principals embodied in the United States Constitution, and discuss their application in specific situations.</p> <p>Assess information about a public issue.</p> <p>Give examples of the impact of government policy on their lives.</p> <p>Identify key documents, which represent demographic principles and beliefs, such as the Declaration of Independence, the United States Constitution, the Bill of Rights, the New Jersey Constitution, and the Pledge of Allegiance.</p>	<p>6.1 B</p>	<p>Read appropriate chapters in textbook and teacher prepared materials for greater comprehension of objectives.</p> <p>View appropriate videos to enhance student understanding of the Constitution and Bill of Rights.</p> <p>Have children research websites.</p> <p>Create a class Constitution of rules for the year and sign it.</p> <p>Children can make a Bill of Rights booklet.</p> <p>Take a trip to Philadelphia to see the historical sites.</p>	<p>Text generated tests and quizzes</p> <p>Play "Jeopardy" type game</p> <p>Class participation and peer evaluation</p> <p>Student/teacher developed rubrics, oral/written reports</p>

# Roosevelt School District

## Social Studies

### Fourth Grade

Goal: Students will learn the United States regions, states, capitals and land forms.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Recognize land forms of the U.S., state and national boundaries, major rivers, lakes, mountains, peninsulas, islands, deserts, tundra, valleys, savanna, and rain forests.</p> <p>Identify the 50 states and capitals, their location, unique features, agriculture and industry.</p> <p>Use time zones, latitude and longitude, key to determine distance, comparative distance.</p> <p>Use various types of maps, determine elevation, and analyze graphs.</p>	<p>6.5 A,B</p>	<p>Read appropriate chapters in textbook, teacher prepared materials for greater comprehension of objectives.</p> <p>View appropriate videos and websites to enhance student learning.</p> <p>Write to the Chamber of Commerce in each state.</p> <p>Research a state and give an oral presentation using visual aids.</p> <p>Have the students create a "Travel Fair".</p> <p>Create a class map indicating ancestry and point of entry into the U.S.</p>	<p>Text generated tests and quizzes</p> <p>Teacher evaluation of student written reports</p> <p>Class participation and peer evaluation</p> <p>Student/teacher developed rubrics</p>

# Roosevelt School District

## Social Studies

### Fourth Grade

Goal: Students will compare and contrast the cultural similarities and differences of Native Americans by regions of the United States.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Evaluate the history, culture and way of life of Native Americans (Apache, Cherokee, Cheyenne, Comanche, Iroquois, Navajo, Seminole, Sioux)</p> <p>Determine the problems facing Native Americans today and in the past.</p>	<p>6.3 D</p>	<p>Read appropriate chapters in textbook and teacher prepared materials for greater comprehension of objectives.</p> <p>Research a Native American group and present to the class using visuals.</p> <p>Children could create murals, dioramas, collages, mobiles, etc.</p> <p>Children could write "How &amp; Why" books about the Native Americans.</p>	<p>Text generated tests and quizzes.</p> <p>Teacher evaluation of student written reports</p> <p>Student/teacher developed rubrics</p> <p>Class participation and peer evaluation</p>

# Roosevelt School District

## Social Studies

### Fourth Grade

Goal: Students will continue to learn about and practice prejudice reduction.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Identify events when people have engaged in cruel and inhumane behavior.</p> <p>Examine particular events, and identify reasons why individuals from different cultures might respond to them in different ways.</p> <p>Identify social institutions, such as family, religion, and government, that function to meet individual and group needs.</p>	<p>6.3 C</p>	<p>Read appropriate chapter in textbook and teacher prepared materials for greater comprehension of objectives.</p> <p>Use lessons from the Peacemaking book.</p> <p>Invite a guest speaker to talk about the topic.</p> <p>Class discussions.</p>	<p>Text generated tests and quizzes.</p> <p>Teacher prepared open-ended questions.</p> <p>Class participation and evaluation</p>

# Roosevelt School District

## Social Studies

### Fourth Grade

Goal: Students will research and present current event issues

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Be aware of current events and their impact.</p> <p>Describe the influence of technology in daily life.</p> <p>Assess information about a public issue.</p>	<p>6.2A, 6.3C</p>	<p>Use "Time for Kids" or "Scholastic News" magazines as resources for information about current issues.,</p> <p>Have students prepare a weekly "Current Events" report on local, national or world events.</p> <p>View appropriate videos and websites to enhance student learning.</p> <p>Have local "newsmakers" visit the classroom and discuss timely issues.</p>	<p>Teacher prepared open-ended questions</p> <p>Teacher evaluation of student's current events assignment</p> <p>Student/teacher developed rubrics, oral/written presentations</p> <p>Class participation and peer evaluation</p>

# Roosevelt School District

## Social Studies

### Fourth Grade

Goal: Students will know and demonstrate rights and responsibilities of citizenship.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Identify examples of the rights and responsibilities of citizens</p>	<p style="text-align: center;">6.1</p>	<p>Read appropriate chapter in textbook and teacher prepared material for greater comprehension of objectives</p> <p>Have your class complete a "Community Service Activity"</p> <p>Invite a local guest speaker to come and discuss your rights as a citizen.</p>	<p>Text generated tests and quizzes</p> <p>Class participation and peer evaluation</p> <p>Oral and written presentations</p> <p>Student/teacher developed rubrics</p>



# Roosevelt School District

## Social Studies

### Fourth Grade

Goal: Students will identify and learn about people/events that are honored through holidays.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Recognize special days and why people celebrate them.</p> <p>Be aware of famous Hispanic, Asian, African, Middle Eastern, and European people and their contribution/impact.</p>	<p>6.3 B,C</p>	<p>Read appropriate chapters in textbook, teacher prepared materials for greater comprehension of objectives.</p> <p>Research appropriate websites</p> <p>View appropriate videos of holidays.</p> <p>Have children complete a report about their customs and traditions.</p> <p>Research how holidays are celebrated differently in other countries and create a chart.</p>	<p>Text generated tests and quizzes.</p> <p>Teacher evaluation of written reports.</p> <p>Student/teacher developed rubrics</p> <p>Class participation and peer evaluation</p> <p>Oral presentations.</p>

# Roosevelt School District

## Social Studies

### Fourth Grade

Goal: Students will gather and interpret geographic data from a variety of maps and globes (map legends, scale of miles/kilometers, latitude and longitude, points on a grid, and time zones)

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Use maps, globes, graphs, diagrams, and computer based references and information systems to generate and interpret information.</p> <p>Use mental maps to identify the locations of the earth's continents and oceans in relation to each other and in relation to principal parallels and meridians.</p> <p>Use mental maps to identify the locations of major physical and human characteristics in the United States and on earth.</p> <p>Compare the effects of geography on economic activities locally and in New Jersey, the United States and different parts of the world.</p>	<p>6.5 A</p>	<p>Read appropriate chapters in textbook and teacher prepared materials for greater comprehension of objectives.</p> <p>View appropriate videos to enhance student understanding.</p> <p>Research websites.</p> <p>Study and interpret maps, globes, charts, and graphs.</p> <p>Use "Time for Kids" of "Scholastic News" as a resource for information about geography.</p> <p>Use classroom maps and globe to label specific places.</p> <p>Have students create a map with legends, products, agriculture, etc.</p>	<p>Text generated tests and quizzes</p> <p>Play "Jeopardy" type games</p> <p>Teacher prepared open-ended questions</p> <p>Class participation and peer evaluation</p> <p>Student/teacher developed rubrics</p> <p>Play a game using the coordinates on a map to located different places</p>

# Roosevelt School District

## Social Studies

### Fourth Grade

Goal: Students will demonstrate an understanding of geography.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Demonstrate an understanding of the five themes of geography (location, place, human-environment interaction, movement, regions)</p> <p>Demonstrate an understanding of spatial concepts of location, distance, direction, scale, region and movement.</p> <p>Compare the physical characteristics of places and regions.</p> <p>Explain how people depend on the physical environment and how they modify the environment.</p> <p>Identify the consequences of natural environment changes and crises and human modifications of the environment and explain how an event in one location can have an impact on another location.</p>	<p>6.5 A,B</p>	<p>Read appropriate chapters in textbook and teacher prepared materials for greater comprehension of objectives.</p> <p>View appropriate videos and websites to enhance student learning.</p> <p>Study and interpret maps, globes, charts and graphs.</p> <p>Make a "Geography Picture Dictionary" of "ABC Book of Geographic Terms"</p> <p>Use the globe, and classroom maps to explain location of places.</p>	<p>Text generated tests and quizzes</p> <p>Teacher/student developed rubrics</p> <p>Class participation and peer evaluation</p> <p>Teacher prepared open-ended questions</p>

# Roosevelt School District

## Social Studies

### Fourth Grade

Goal: Students will become aware of United States history through the development of the Constitution.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities and roles of a citizen in our democratic society.</p>	<p>6.1</p>	<p>KWL chart</p> <p>Cooperative learning groups</p> <p>Read literature regarding the birth of our nation from Great Britain. Ex. <u>The Boston Tea Party</u>, <u>Paul Revere's Ride</u>, etc.</p> <p>Read about the lives of famous signers of the Declaration of Independence and the Constitution.</p> <p>Make booklet "Creating Our Constitution" Role play Boston Tea Party, important roles of the signers of the Constitution, etc.</p> <p>Read about the Preamble, seven articles and amendments to the Constitution.</p> <p>Read about the Congress with two houses.</p> <p>Read about the three branches of government.</p> <p>Develop/vote on class rules/constitution.</p> <p>Compare democracy and monarchy using a Venn diagram.</p>	<p>Oral and written presentations</p> <p>Quizzes</p> <p>Class participation</p>

# Roosevelt School District

## Social Studies

### Fourth Grade

Goal: Students will know the twenty-one counties of New Jersey and the unique features of their locations.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Identify the 21 counties of New Jersey and the unique features of their locations.</p>	<p>6.5B</p>	<p>Read about counties./regions</p> <p>Identify and color code map by regions/populations</p> <p>Discuss prominent features of counties such as the Jersey Shore, Delaware Water Gap, state capital, industrial, agricultural, cultural, and educational centers.</p> <p>Sing songs about counties</p> <p>NJ county map puzzles</p> <p>Make vacation brochure</p> <p>Write letter/postcard about features</p> <p>NJ websites</p> <p>Guest speakers</p> <p>Trips</p>	<p>Oral and written presentations</p> <p>Journals</p> <p>Class participation</p> <p>Quizzes</p>

# Roosevelt School District

## Age of Exploration

### Fifth Grade

Goal: Students will learn about explorers past and present

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Understand the reasons for exploration (power, wealth, adventure, fame, religion)</p> <p>Investigate and recognize the accomplishments of noted explorers, past and present.</p>	<p>6.2E, 6.3D</p>	<p>Read appropriate chapters in textbook, teacher prepared materials and appropriate websites for greater comprehension of objectives</p> <p>Trace major water and land routes on maps and timelines.</p> <p>Make an "Explorer Booklet" which highlights accomplishments, reasons for exploration, etc. of noted explorers (Vikings, Marco Polo, DeGama, Columbus, Magellan, Hudson, Cortez, Champlin, Estevanico, Lewis, Clark &amp; Sacajawea, Cousteau, Matthew Henson, Sally Ride, Neil Armstrong, Ann Bancroft, etc.)</p> <p>Write a "play" about an explorer or group of explorers and act out their accomplishments as classmates complete a chart on important facts about the explorer.</p> <p>Create a Viking village.</p> <p>Prepare a slideshow presentation about explorers from a particular country, time period, etc.</p> <p>Use appropriate videos to enhance student learning</p>	<p>Text generated tests, quizzes, outline "fill-in", "Jeopardy" type game, teacher prepared "open-ended questions"</p> <p>Play a game using the coordinates on a map to locate route of "mystery explorer."</p> <p>Teacher evaluation of student written reports.</p> <p>Student/teacher developed rubrics, oral/written presentations</p> <p>Class participation and peer evaluation</p>

Roosevelt School District  
 US Colonial History and the Causes of the Revolution  
 Fifth Grade

Goal: Students will learn US colonial history and the causes of the Revolution.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Explain the reasons countries sought colonies in the New World (power, wealth, territory, religious freedom)</p> <p>Explain the difficulties experienced by colonists in an attempt to build a permanent settlement in Roanoke, Jamestown, Plymouth, New Netherlands, etc.</p> <p>Compare and contrast the New England, Middle and Southern Colonies with regard to geography, life style, government, occupations, agriculture and industry, treatment of Native Americans, introduction to slavery, etc.</p> <p>Examine the struggles between France and Great Britain over control of territories in the New World, including the French and Indian War.</p> <p>Explain the climate that existed in the colonies after the French and Indian War, including the relationship between the colonists and the British with regard to taxation without representation, Tories va. Patriots, etc.</p>	<p>6.3E</p>          <p>6.3E, 6.1A</p>	<p>Read appropriate chapters in textbook, teacher prepared materials and appropriate videos and websites for greater comprehension of objectives</p> <p>Have reenactments and role playing</p> <p>Use Venn diagrams and other graphic organizers, appropriate videos, websites, and literature study (historical fiction, nonfiction, biographies)</p> <p>Allow for hands on activities (make corn husk dolls, "Johnny Cakes," models of colonial homes, hornbooks, "New England Primer" replicas, shop signs, etc.)</p> <p>Write a research paper on an aspect of colonial times, an ABC Book of the colonial period, or a slideshow presentation of colonial heroes and heroines (Roger Williams, Paul Revere, Benjamin Franklin, Crispus Attucks, Deborah Sampson, Molly Pitcher, John Adams, George Washington, Thomas Jefferson, Abigail Adams, Anne Hutchinson, Phillis Wheatley, etc.)</p>	<p>Text generated tests, quizzes, outline "fill-ins," "Jeopardy" type game, teacher prepared "open-ended questions"</p> <p>Student/teacher developed rubrics, oral/written presentations</p> <p>Class participation and peer evaluation</p> <p>Teacher evaluation of student written reports</p>





# Roosevelt School District

## Immigration

### Fifth Grade

Goal: Students will understand immigration through learning about customs of people from different geographic, cultural, racial, religious and ethnic backgrounds.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Determine reasons for coming to America, both voluntarily (for freedom of speech, freedom of religion, etc., for greater opportunities and a better life, etc.) and involuntarily (slaves, refugees).</p> <p>Learn about the procedures and process of immigration through the years.</p> <p>Learn about the key historical events and recurring struggle for human rights and civil liberties.</p>	<p>6.2A, 6.3A, 6.3B, 6.5D</p>	<p>Read appropriate chapters in textbook and teacher prepared materials for greater comprehension of objectives.</p> <p>View appropriate videos and websites to enhance student learning</p> <p>Use Venn diagrams and other graphic organizers (maps, charts, graphs) to compare various immigrant groups</p> <p>Participate in literature study (historical fiction, nonfiction, biographies, picture books)</p> <p>Dress up as an immigrant and share "autobiography" with the class "reporters"</p> <p>Visit Ellis Island</p> <p>Have a recent immigrant come to class to share their experiences</p> <p>Participate in the United Nations "International Day of Peace" complete with an ethnic "feast" and artifact share</p>	<p>Text generated tests, quizzes, outline "fill-ins," "Jeopardy" type game, teacher prepared "open-ended questions."</p> <p>Student/teacher developed rubrics, oral/written presentations</p> <p>Class participation and peer evaluation</p> <p>Teacher evaluation of student written reports.</p>

# Roosevelt School District

## The Holocaust

### Fifth Grade

Goal: Students will learn about and develop sensitivity to the Holocaust and other genocide.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Determine how historical and contemporary ideas, perceptions and occurrences have led to prejudice, discrimination, expulsion, genocide, slavery and the Holocaust.</p> <p>Investigate the causes, events and aftermath of the Holocaust.</p> <p>Identify events when people have engaged in cruel and inhumane behavior.</p>	<p>6.1A, 6.2G</p>	<p>View appropriate videos and websites to enhance student learning.</p> <p>Read appropriate chapters in textbook and teacher prepared materials for greater comprehension of objectives.</p> <p>Have a Holocaust survivor or "Hidden Child" visit the class to share their experiences.</p> <p>Participate in literature study (historical fiction, nonfiction, biographies, etc.)</p> <p>Make a classroom "Wall of Honor" with information about the many heroic men and women during the Holocaust (Wallenberg, Ann Frank, Sugihara, etc.) Use the following web page for more information about rescuers from all over the world:  <a href="http://fcit.coedu.usf.edu/holocaust/people/rescuer.htm">http://fcit.coedu.usf.edu/holocaust/people/rescuer.htm</a></p> <p>Use "Time for Kids" or "Scholastic News" as a resource for information about current issues in genocide.</p>	<p>Teacher prepared "open-ended questions."</p> <p>Student/teacher developed rubrics, oral/written presentations</p> <p>Class participation and peer evaluation</p> <p>Teacher evaluation of student written reports</p>

# Roosevelt School District

## Current Issues

### Fifth Grade

Goal: Students will participate effectively in current issues through a variety of media.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Participate effectively in current issues through a variety of media.</p>	<p>6.2A, 6.3C</p>	<p>Use "Time for Kids" or "Scholastic News" magazines as resources for information about current issues.</p> <p>Have students prepare a weekly "Current Events" report on local, national or world events.</p> <p>View appropriate videos and websites to enhance student learning.</p> <p>Have local "newsmakers" visit the classroom and discuss timely issues.</p> <p>Participate in literature study (using picture books, etc.)</p>	<p>Teacher prepared "open-ended questions."</p> <p>Teacher evaluation of student's Current Events assignment</p> <p>Student/teacher developed rubrics, oral/written presentations</p> <p>Class participation and peer evaluation</p>

# Roosevelt School District

## Geography

### Fifth Grade

Goal: Students will apply the skills of the five themes of geography (location, place, human-environment interaction, movement, regions) and possess a solid command of geographic vocabulary and concept.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Explain and predict how the physical environment can accommodate, and be affected by human activity.</p> <p>Identify the spatial patterns of settlement in different regions of the world.</p> <p>Describe how changes in technology affect the location of human activities.</p> <p>Recognize the distinct characteristics of maps, globes, graphs, charts, diagrams and other geographical representations and evaluate the utility of each in solving geographical problems.</p>	<p>6.5</p>	<p>Read appropriate chapters in textbook and teacher prepared materials for greater comprehension of objectives</p> <p>View appropriate videos and websites to enhance student learning</p> <p>Study and interpret maps, globes, charts and graphs</p> <p>Assign research papers on different countries/continents/etc. (or make a poster about a country or continent)</p> <p>Use "Time for Kids" or "Scholastic News" as a resource for information about geography</p> <p>Prepare a slideshow presentation about a particular country, continent, etc.</p> <p>Make a "Geography Picture Dictionary" or "ABC Book of Geographic Terms"</p> <p>Participate in literature study (using picture books, etc.)</p>	<p>Text generated tests, quizzes, outline "fill-ins" "Jeopardy" type game, teacher prepared "open-ended questions"</p> <p>Student/teacher developed rubrics, oral/written presentations</p> <p>Class participation and peer evaluation</p> <p>Teacher evaluation of student written reports</p>

# Roosevelt School District

## Citizenship

### Fifth Grade

Goal: Students will know and demonstrate rights and responsibilities of citizenship

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Identify and interpret the balance between the rights and the responsibilities of citizens</p>	<p>6.1A, 6.1D</p>	<p>View appropriate videos and websites to enhance student learning</p> <p>Participate in literature study (using picture books, etc.)</p> <p>Use a "Character Education" program in the class</p> <p>Use "Time for Kids" or "Scholastic News" as a resource for information about citizenship</p> <p>Participate in various community service activities</p> <p>Develop a "Class Constitution" or "Class Bill of Rights"</p>	<p>Teacher prepared "open-ended questions"</p> <p>Student/teacher developed rubrics, oral/written presentations</p> <p>Class participation and peer evaluation</p>

# Roosevelt School District Special Days Fifth Grade

Goal: Students will identify and learn about people/events that are honored through holidays.

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Recognize special holidays and why people celebrate them</p> <p>Be aware of famous Hispanic, Asian, African, Middle Eastern, and European people and their contributions/impact</p>	<p>6.2A, 6.3B</p>	<p>View appropriate videos and websites to enhance student learning</p> <p>Participate in literature study (using picture books, etc.)</p> <p>Use "Time For Kids" or "Scholastic News" as a resource for information about special holidays, and famous Hispanic, Asian, African, Middle Eastern, and European people</p> <p>Make a class slideshow presentation about famous Hispanic, Asian, African, Middle Eastern, and European people and their contributions/impact</p>	<p>Teacher prepared "open-ended questions."</p> <p>Student/teacher developed rubrics, oral/written presentations</p> <p>Class participation and peer evaluation</p> <p>Teacher evaluation of student written reports</p>

# Roosevelt School District Special Days Fifth Grade

Goal: Students will understand how prejudice, bigotry and discrimination impact individual and group behaviors

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>Students will:</p> <p>Show how family, community and social institutions function to meet individual and group needs</p> <p>Compare and contrast developments in societies separated by time and/or distance</p> <p>Compare and contrast fixed customs of societies in the past and present, and explain how these customs represent the society's beliefs</p>	<p>6.1A, 6.2A 6.3A</p>	<p>View appropriate videos and websites to enhance student learning</p> <p>Participate in literature study (using picture books, etc.)</p> <p>Use "Time For Kids" or "Scholastic News" as a resource for information how prejudice, bigotry and discrimination impact individual and group behaviors</p> <p>Invite guest speakers to discuss these issues</p> <p>Apply "peacemaking" strategies, cooperative learning strategies or strategies from a character education program</p>	<p>Teacher prepared "open-ended questions"</p> <p>Student/teacher developed rubrics, oral/written presentations</p> <p>Class participation and peer evaluation</p>

# Roosevelt School District

## From Birth to Four Score and Seven Years Later

### Sixth Grade

Goal: Students will identify and assess the forces that shaped the Revolutionary War Era

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>I. Identify and assess the forces that shaped the Revolutionary War Era. (A brief review of the Revolutionary War period.)</p> <p>The Revolutionary War occurred, like most revolutions, because of a sense of political, economic, geographic and religious conflicts between a ruling country and its colonies. By studying the American Revolution, students will be able to scrutinize these conflicts common to all revolutions, ancient and modern.</p> <p>Our unique form of representative government, produced by these revolutionary efforts, resulted in the freedoms and values we associate with our society today.</p> <p>A. Describe how the struggle for colonial rights changed into a war for independence.</p> <p>1. Expound upon the cause and effect chain reaction that began with the passage of the The Tea Act in 1773 and ended with the fighting at Lexington and Concord.</p> <p>2. Summarize the results of the Revolutionary War:</p>	<p>6.3-C 6.4-B</p>	<p>Compare and contrast the methods used by today's groups with those used by the Sons of Liberty and the Committees of Correspondence.</p> <p>Compare and contrast the New England Middle and Southern Colonies.</p>	<p>Students will create a crossword puzzle utilizing people, places, terms and ideas of the Revolutionary Period.</p>



**Roosevelt School District**  
**From Birth to Four Score and Seven Years Later**  
**Sixth Grade**

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>a. Political  b. Economic  c. Geographic</p> <p>3. Assess the difficulties of a new government under the Articles of Confederation.</p> <p>a. Analyze the weaknesses of the Articles of Confederation.</p> <p>II. Appraise the efforts of the Constitutional Convention of 1787 in remedying the weaknesses of the new government and establishing a new plan for government - The Constitution.</p> <p>The original 13 states were faced with economic and political collapse. Our "Founding Fathers" were forced to resolve the major conflicts dividing the states and sections of the country.</p> <p>A. Distinguish between the Virginia Plan and the New Jersey Plan.</p> <p>B. Recognize the several key compromises that were necessary for Constitutional approval.</p> <p>1. Explain the Great Compromise.  2. Judge the thoughts and reasoning that resulted in the compromises regarding slavery.</p>	<p>6.3-C  6.4-B  6.5-D</p> <p>6.1A, 6.3-F</p> <p>6.1-C  6.3-C,F</p> <p>6.1-B,C  6.5-B,D</p>	<p>In small groups, have the students develop a form of government and five laws that their government will issue. Decide how these laws are to be enforced and freedoms maintained.</p> <p>Illustrate your feelings concerning the 3/5 Compromise in a political cartoon.</p> <p>Identify three situations in which you would want to use the process of compromise. (Conflict Resolution) See "Conflict Resolution in the Middle School," Chapter 29</p>	<p>Using a timeline developed by students for the pre-Revolutionary and Revolutionary War period, have students in cooperative groups illustrate the following areas:</p> <p>a. Economics - trade  b. Representative government  c. Military aspects  d. Geographic implications  e. Diplomacy</p> <p>Have members of the team work as researchers, writers, editors and illustrators.</p>

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Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>III. A More Perfect Union: The Constitution</p> <p>By studying the development of our Constitution, students will be able to examine and evaluate how our leaders resolved these conflicts. The continued impact of these solutions will be analyzed as to how they apply to our lives today.</p> <p>A. Assess that the Constitution provided a better plan of government than the Articles of Confederation.</p> <p>B. State that the Constitution provides for three branches of government, the Legislative branch, the Executive branch and the Judicial branch. (Articles 1, 2 and 3)</p> <ol style="list-style-type: none"> <li>1. Explain separation of powers.</li> <li>2. Compare and contrast the powers and the responsibilities of each branch of government.</li> <li>3. Checks and balances.</li> </ol> <p>C. Recognize that the Constitution is a living document that can be amended to reflect the needs of successive generations and is subject to interpretation by the courts.</p>	<p>6.1-C 6.3-F</p> <p>6.1-A,B,C</p> <p>6.1-C,E</p>	<p>Assuming that the teacher is the executive, create a system of checks and balances to insure that necessary class work is completed.</p> <p>Use the media to relate American's fight for independence to peoples in other regions of the world presently struggling against the tyranny of their governments.</p> <p>Identify career opportunities in the areas of history, education, geography and government.</p> <p>Write a protest song that demonstrates the frustrations of women at this time in history.</p>	<p>Design a society without a government in order to discover what a government can or cannot do about rule-making on selected problems.</p>

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Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>D. Explain the rights protected in the Bill of Rights, the first ten amendments to the Constitution.</p> <p>E. Analyze the limitations, lack of legal status, lack of power and political involvement of women at the time of the writing of the Constitution.</p> <p>IV. A Time of Growth: America in the 1800's</p> <p>An exploding population, nationalism, economic growth and political divisions. An exploding population and what appeared to be unlimited resources, stimulated an ear of expansion and political growth, unprecedented in world history. The factors that molded the United States into a continental power are the elements that are important to the success of any country. (Resources, political stability, communications, transportation, skilled workers and technology.) These represent the continuing concerns of any student citizen interested in a strong and democratic nation. (Sections IV and V)</p>	<p>6.1-C,D</p> <p>6.1-C 6.3-G</p>		

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Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>A. Growth in spirit - Nationalism</p> <p>1. Evaluate the importance of the Louisiana Purchase of 1803.</p> <p>2. Interpret the War of 1812 in terms of nationalism.</p> <p>a. Explain the causes of war.</p> <p>b. List the U.S. advantages and disadvantages.</p> <p>c. Discuss the positive results of the war.</p> <p>d. Opening of the western frontier for settlement.</p> <p>e. Beginning of the industrialization in New England.</p> <p>f. Increasing nationalism.</p> <p>g. Origins of sectionalism - Missouri Compromise of 1820.</p> <p>3. Explain how the Monroe Doctrine became an important part of our foreign policy.</p> <p>a. List the principles of the Monroe Doctrine.</p> <p>b. Evaluate the impact of the Monroe Doctrine today.</p> <p>B. Economic growth.</p> <p>1. Assess that our industrial and agricultural systems changed as technological progress was achieved.</p> <p>a. Recognize that America changed from a rural to an urban society in the 19th century.</p>	<p>6.3-G 6.5-D</p> <p>6.3-C,G 6.4-A 6.5-D</p> <p>6.1-E 6.3-C,G</p> <p>6.3-G 6.4-B 6.5-D</p>	<p>Create an outline map of the US before and after the Louisiana Purchase. Identify major physical characteristics and political centers of importance. Use your map to justify decisions about where to locate cities.</p> <p>Through newspaper readings relate the Monroe Doctrine to our nation's attitude towards other nations that seek influence in our hemisphere today.</p> <p>Demonstrate knowledge of industrialization in America by analyzing and discussing the advantages and disadvantages of the Industrial Revolution in the early 19th century.</p>	<p>Select an invention that benefited from the development of the process of using interchangeable parts. Create a one minute commercial illustrating the advantages for mass production and repair. (What was the impact on the craftsmen and cottage industries?)</p>

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Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>b. Analyze how America's new Industrial Revolution was dependent of previous technological progress made in Europe.</p> <p>c. Explain the process of mass production which includes the assembly line, interchangeable parts and the factory system.</p> <p>d. Identify the problems faced by factory workers.</p> <p>2. Infer that the advancements in technology improved transportation and communication so that people and products could be moved with more flexibility enhancing the rapid growth of America.</p> <p>C. Growth of Conscience: The Jacksonian Era</p> <p>1. Evaluate the growth of social reform from the 1820's to the 1850's.</p> <p>a. Education and the rights of children</p> <p>b. Women's rights</p> <p>c. Slavery</p> <p>d. The mentally ill and blind</p> <p>e. The penal system</p> <p>f. Temperance</p> <p>g. The early beginnings of labor unions</p> <p>h. Indian rights</p>	<p>6.1-C,D 6.3-G  (for a-h) 6.4B</p>	<p>Demonstrate his/her knowledge of industrialization in American society by focusing on key developments and inventions in industry and their relationship to geographic locations. (Cotton gin - South) (Factory system - North)</p> <p>Research, illustrate, portray, and/or demonstrate these reform movements:</p> <p>a. Education and children's rights</p> <p>b. Women's rights</p> <p>c. Slavery</p> <p>d. The mentally ill and the blind</p> <p>e. Temperance</p> <p>f. The early beginnings of labor unions</p>	<p>Give examples of mistreatment of one ethnic, social or religious group by another. Choosing memberships in one of these groups, produce diary entries which would reflect the mistreatment you have received.</p>

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Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>V. Growth in Size: The Push to the Pacific</p> <p>A. Appraise Manifest Destiny - the desire of Americans to occupy the continent from the Atlantic to the Pacific.</p> <p>B. Outline and evaluate the ways land was obtained: treaty, purchase and war.</p> <ol style="list-style-type: none"> <li>1. Account the reasons for the annexation of Texas in 1845.</li> <li>2. Explain the acquisition of California and the Southwest in both the Mexican Session of 1848 and the Gadsden Purchase of 1853.</li> <li>3. State the impact of the discovery of gold in California.</li> <li>4. Indian exploitation.</li> <li>5. Describe expansionism into the Oregon country.</li> </ol> <p>VI. A Nation at War with itself</p> <p>When the social, economic, political or religious fabric of a nation are torn asunder, the resulting destruction, bloodshed and collapse of the nation is civil war. By the year 1860 the northern and southern states had reached this point. These sections (VI, VII, VIII) will focus on the impact of the Civil War on our people and the lasting effect of this failure to compromise.</p>	<p>6.3-G 6.5-A,B,D</p> <p>6.1-3</p> <p>6.3-C,G</p> <p>6.5-D,E</p> <p>6.1-A; 6.3-H</p> <p>6.3-G,H; 6.5-B 6.3-C,G,H; 6.5-A</p>	<p>Choose the most appropriate maps and graphics to answer specific questions about geographic issues.</p> <p>Fill in a blank outline map in the chronological order in which territories became states (on-going)</p> <p>Research the characteristics and purposes of geographic databases (databases containing census data, land-use data, typographic information)</p>	<p>Map out the major physical/political features of land acquisitions after 1820. (e.g. mountains, deserts, plains, lakes, river, boundaries) Using the maps of these various territories or states, combine the group projects to form one large map as in a puzzle. Students or to scale so that pieces fit.</p>

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Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>A. Growing sectionalism</p> <p>1. Explain the meaning of sectionalism.</p> <p>2. Compare and contrast the lifestyles, economic bases and geographical advantages that existed in the North, South and West prior to Civil War.</p> <p>3. Explain the term Civil War.</p> <p>4. Explore the causes of the Civil War.</p> <p>a. Economic</p> <p>b. States rights issues</p> <p>c. Slavery</p> <p>d. Dred Scott</p> <p>e. Sectionalism</p> <p>f. Secession</p> <p>5. Identify and explain the legislation, issues and events that led to the Civil War.</p> <p>a. Missouri Compromise</p> <p>b. Wilmot Proviso</p> <p>c. Compromise of 1850</p> <p>d. Kansas-Nebraska Act</p> <p>e. Election of 1860</p> <p>f. Dred Scott Decision</p> <p>g. Tariff issue</p> <p>h. State's rights</p> <p>i. Publication of Uncle Tom's Cabin</p> <p>j. Session of the South</p> <p>k. Fighting at Fort Sumter</p> <p>l. Issue of Slavery</p>	<p>6.3-H</p> <p>6.3-H; 6.4-B; 6.5-A,D</p> <p>6.1-A;6.3-H</p> <p>6.3-C;G,H; 6.5-A</p> <p>6.3-C,G,H; 6.5-A</p>	<p>Create a broadside that might have been current for this period. Defend or attack one of the causative issues.</p> <p>Draw a map that illustrates the numerical advantages of the North in the Senate in the 1850's.</p>	

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Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>VII. The Country in Flames: The Civil War</p> <p>A. Compare and contrast the strengths and weaknesses the North and South at the start of the Civil War. Investigate these aspects of the Civil War:</p> <ol style="list-style-type: none"> <li>1. The problems faced by President Lincoln.</li> <li>2. The issue that the war was fought to preserve the Union, not to free the slaves.</li> <li>3. The hardships at home for Southerners, Northerners and Westerners.</li> <li>4. The effect of the Northern blockade on the Southern war effort and on Northern industrialization.</li> <li>5. The role of African Americans in all these regions during the Civil War.</li> <li>6. The conditions of the Emancipation Proclamation and its effect on the status of African Americans.</li> <li>7. The importance of the Battles of Bull Run, Gettysburg, Vicksburg and Sherman's march to Atlanta.</li> <li>8. The personalities and leadership of Generals Lee and Grant.</li> <li>9. The terms of surrender at Appomatox.</li> </ol>	<p>6.1-B; 6.3-C.G.H; 6.4-B</p> <p>(for 1-9) 6.5-A,D</p>	<p>Create a cartoon depicting one of the strengths or weaknesses of the North and South at the start of the Civil War.</p> <p>With the teacher assuming the role of Lincoln, a press conference should be held announcing the Emancipation Proclamation with the emphasis on why Lincoln freed the slaves at this time.</p> <p>Write a news flash describing one of the important battles of the Civil War. Write from the point of view of a Southerner, Northerner, a woman or a slave or a free African American.</p>	<p>If you had served in Congress in the 1850's, how would you have tried to resolve the increasing tension between the North and the South? Report your responses to President Lincoln and report his reactions to your proposals. (Class presentation of results in skits, puppets, etc.)</p>



Roosevelt School District  
From Birth to Four Score and Seven Years Later  
Sixth Grade

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
<p>VIII. Uniting the States Again</p> <p>A. Identify the three major problems that faced the Federal Government at the close of the Civil War.</p> <p>1. Confederate states needed to be restored to the Union.</p> <p>2. Large areas of the South needed to be rebuilt.</p> <p>3. The government's responsibility to the freed slaves.</p> <p>B. Explain Lincoln's goals of reunifying the nation and the effect of his death on these plans.</p> <p>C. Define the term "Reconstruction" which refers to the period from 1866-1877, when attempts were made to solve problems of the postwar South.</p> <p>D. Compare the plans for Reconstruction proposed by both moderate and radical Republicans.</p> <p>E. Examine President Johnson's impeachment and analyze the role of the radical Republicans.</p> <p>F. Discuss the problems during Reconstruction:</p> <p>1. Black codes</p> <p>2. Participating in government</p>	<p>6.1-A,B; 6.3-H;6.4-B;</p> <p>(for 1-3) 6.5-B</p> <p>6.3-C,H</p> <p>6.3-C,H</p> <p>6.1-C,H; 6.4-B</p> <p>6.1-A,C; 6.3-C,H</p> <p>6.1-A,B; 6.3-C,H; 6.5-E</p>	<p>Using the news media, relate the Civil War to issues prominent in the U.S. today.</p> <p>Using the news media, relate the Civil War to conflicts in other nations today (any on-going civil wars).</p> <p>a. Using the news media, relate the long term effects of the Civil War to conflicts in our nation today. (Presidency, civil rights, growth of political parties, states rights, etc.)</p>	<p>Having studied the Civil War period and its long term effects, write an essay on why Americans are still fascinated by the Civil War.</p>

### Roosevelt School District From Birth to Four Score and Seven Years Later Sixth Grade

Objective	NJ Core Curriculum Standards	Suggested Activities	Assessment Tools
3. Sharecropping 4. The rise of the Ku Klux Klan 5. The Scalawags and the Carpetbaggers  G. Examine the long term effects of the Civil War. 1. Political 2. Economic 3. Social/Economic  IX. Geography  A. Influence of geographic factors on historical events.  B. Five themes of Geography  X. Social Skills  A. Holocaust  B. Current Events  C. Diversity  XI. Politics/Government  A. Current Events  B. Democracy/Monarchy	(for 1-3) 6.1-C,D 6.3-C,H 6.4-B,C       6.6-A,B,C       6.1, 6.3H 6.4-L,J		



# **SOCIAL STUDIES CURRICULUM**

Roosevelt Public School  
January, 2005