
GREENWICH STOW CREEK PARTNERSHIP SCHOOLS SOCIAL STUDIES CURRICULUM

Stow Creek BOE Approved: 8/18/2022

Greenwich BOE Approved: 8/17/2022

Kindergarten Curriculum Guide

Subject: Social Studies	Grade Level: K
Unit 1: Civics, Government, and Human Rights	Pacing: 10 weeks (September-November)
Essential Questions	Enduring Understandings
<p>What is the importance of following rules and working together?</p> <p>How can I be a good citizen?</p> <p>How do people in a community live, work, and cooperate with each other?</p>	<p>The importance of following rules and laws.</p> <p>The importance of working together in diverse groups, settings, and communities.</p> <p>The importance of being a good citizen in school and at home.</p>
Core Standards	Classroom Applications
<p>Students who can demonstrate understanding can:</p> <p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</p> <p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p>	<p><u>Objectives:</u></p> <p>Define what a group is, and identify several groups to which students belong.</p> <p>Recognize similarities and differences in groups.</p> <p>Explain sharing and working together are important to belonging to a group</p> <p>Discuss the importance of rules and how rules allow citizens to work together. Discuss positive incentives for following rules as well as potential consequences of violating rules.</p> <p>Explain ways to limit or stop bullying as well as the value of being an upstanding citizen.</p> <p>Illustrate how students interact or connect with the community where people live, work and play.</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose</p>	<p>Define and demonstrate responsibility in the classroom setting.</p> <p>Identify and define various community workers and their role within the community.</p> <p>Conduct mock elections that give students an understanding of democracy.</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Groups and Individual Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Supplemental Books</p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper</p> <p>Enrichment: computer-based research, class presentation</p> <p>Limited English Proficiency: Vocabulary support, word/picture association</p>
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solutions to address such actions.

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively and with reason.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

NJAmistadcurriculum.net

Unit Resources: (related websites, reference materials, etc.)

Reading Street Series

Journey's Reading Series

Resources

- Apps from Clever.com
- Websites:
- <http://www.harcourtschool.com/ss1>
- <http://www.brainpopjr.com/socialstudies/citizenship/> <http://letsfindout.scholastic.com/>
- <https://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/amistad/>

List of supplemental resources:

Being Fair by Cassie Mayer

Living in Urban Communities by Kristin Sterling

Citizenship by Ann-Marie Kishel

We the Kids; the preamble to the Constitution of the United States by David

Catrow *The U.S. Constitution* by Christine Peterson *Duck for President* by Doreen

Cronin

Websites

<http://constitutioncenter.org> -- United States Constitution Center website

<https://www.icivics.org/games> -- civics-themed games designed to teach different aspects of laws and government

<http://www.annenbergclassroom.org> -- Created by the Lenore Annenberg Institute for Civics at the University of Pennsylvania, website with lessons on civics and government

Unit Assessment Opportunities:

Journal Entries and Response Sheets

Observations, Questioning, and Discussions

Comprehension Checks in Literature

Presentations

Collaboration

Unit Test

Modifications/Accommodations for Special Education Students / Accommodations for At-Risk Students

- Modify activities/assignments/projects
 - Breakdown activities/assignments/projects/assessments into manageable units
 - Additional time to complete activities/assignments/projects/assessments
 - Provide an option for alternative activities/assignments/projects/assessments
 - Allow student to receive reading text in various forms (written, verbal, audio)
 - Pre-teach new vocabulary
 - Modify Content
 - Modify Amount of work given
 - Modify Assessment
 - Modify Homework
 - Re-teach skill if needed
 - Allow student to make test corrections or re-take assessment
 - Adjust Pacing of Content
 - Small Group Instruction
 - Individual Intervention/Remediation
 - Additional Support Material
 - Lower-Level Text
 - Guided Notes
 - Graphic Organizers
- * Based on Student's IEP

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
https://www.wida.us/standards/CAN_DOs

- Listening
- Speaking

- Reading
- Writing
- Oral Language

Extensions For Gifted Students

Extend activities/assignments/projects/assessments

- Provide an option for alternative activities/assignments/projects/assessments
- Modify Content
- Adjust Pacing of Content
- Small Group Enrichment
- Individual Enrichment
- Higher-Level Text

Kindergarten Curriculum Guide

Subject: Social Studies	Grade Level: K
Unit 2: History, Culture, and Perspectives	Pacing: 10 weeks, Nov.-Feb
Essential Questions	Enduring Understandings
<p>Why do we study important people and cultures throughout history?</p> <p>What historical experiences helped shape our country?</p> <p>How have important decisions or events from the past had an effect on the present?</p> <p>What winter holidays are celebrated around the world?</p>	<p>We remember the historical figures and events because of their contributions to history.</p> <p>Cultures celebrate various holidays in different ways.</p>
Core Standards	Classroom Applications
<p>6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior.</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><u>Objectives:</u></p> <p>Key historical events, documents, and individuals led to the development of our nation. (Dr. Martin Luther King, Washington, Jefferson, Roosevelt, Lincoln)</p> <p>Personal, family, and community history is a source of information for individuals about the people and places around them.</p> <p>Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p> <p>Cultures struggle to maintain traditions in a changing society.</p> <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>

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.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

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.

6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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 change and inspired social activism in subsequent generations.

Distinguish between a need and a want.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure

Strategies: Read Aloud, Think-Pair-Share, Investigations, Guided explorations, Groups and individual projects

Materials: mentor text, dvds, internet, supplemental books.

Extra Support: 1:1 Teacher redirect/re-teach, peer helper

Enrichment: computer based research, presentations

Limited English Proficiency: Vocabulary support, word/picture association.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities , and nations.

Connections to other content areas, including 21st Century Skills:

ELA/Literacy:

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively and with reason.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Reading Street Series

Journey's Reading Series

Supplemental Books to be read:

Little Firefly: an Algonquin Legend

Giving Thanks

Tepee

What is an American?

Sitting Bull

Native Americans

Northwest Coast Indians

Plateau Indians

Southeast Indians

Southwest Indians

Subarctic Indians

George Washington

The Thomas Jefferson Memorial

Thomas Jefferson

Meet Benjamin Franklin

Websites:

<http://www.scholastic.com/teachers/unit/native-americans-everything-you-need>

<https://kidskonnnect.com/history/native-americans/>

<http://constitutioncenter.org/learn/educational-resources/we-the-civics-kids/>

Unit Assessment Opportunities:

- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension Checks in Literature
- Presentations
- Collaboration
- Unit Test/Alternative Assessments

Modifications/Accommodations for Special Education Students / Accommodations for At-Risk Students

- Modify activities/assignments/projects
- Breakdown activities/assignments/projects/assessments into manageable units
- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Allow student to receive reading text in various forms (written, verbal, audio)
- Pre-teach new vocabulary
- Modify Content
- Modify Amount of work given
- Modify Assessment
- Modify Homework
- Re-teach skill if needed
- Allow student to make test corrections or re-take assessment
- Adjust Pacing of Content
- Small Group Instruction
- Individual Intervention/Remediation
- Additional Support Material
- Lower-Level Text
- Guided Notes
- Graphic Organizers

* Based on Student's IEP

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
https://www.wida.us/standards/CAN_DOs

- Listening
- Speaking

- Reading
- Writing
- Oral Language

Extensions For Gifted Students

Extend activities/assignments/projects/assessments

- Provide an option for alternative activities/assignments/projects/assessments
- Modify Content
- Adjust Pacing of Content
- Small Group Enrichment
- Individual Enrichment
- Higher-Level Text

Kindergarten Curriculum Guide

Subject: Social Studies	Grade Level: K
Unit 3: Geography, People and the Environment	Pacing: 10 weeks (mid-February-April)
Essential Questions	Enduring Understandings
<p>Why is it important to take care of Earth?</p> <p>Why is it important to recycle?</p> <p>What can maps, globes, and other sources tell us about the world (land or water) and the characteristics of various areas?</p> <p>How can I be a good citizen or friend to the earth?</p> <p>Why do we study important people and cultures throughout history?</p>	<p>It is important and essential to know how to care for the earth.</p> <p>Maps, globes and other sources allow us to locate and identify places in our region, our country, and our world.</p> <p>We remember the historical figures and events because of their contributions to history.</p>
Standards	Classroom Applications
<p>6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.D.6 Describe the civic leadership qualities and historical contributions of</p>	<p><u>Objectives:</u></p> <p>Create a map showing neighborhood landmarks.</p> <p>Locate New Jersey and bordering states on a map.</p> <p>Locate the United States, Canada, and Mexico on a map.</p> <p>Explain the difference between different types of maps and what can be found on different types of maps.</p> <p>Identify and explain how to reduce, reuse, and recycle.</p> <p>Identify ways people can conserve and replenish natural resources.</p>

George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Key historical events, documents, and individuals led to the development of our nation. (Dr. Martin Luther King, Washington, Jefferson, Roosevelt, Lincoln)

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure

Strategies: Think-Pair-Share, Read Aloud, Investigations, Guided Explorations, Groups and Individual Projects

Materials: Mentor Texts, DVDs, Internet, Supplemental Books

Extra Support: 1:1 teacher redirect/re-teach, peer helper

Enrichment: computer-based research, class presentation

Limited English Proficiency: Vocabulary support, word/picture association

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Environmental Literacy, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively and with reason.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Reading Street Series

Journey's Reading Series

Supplemental List of books to be used:

Green Earth: Variety Pack (*Water World, Our Organic Garden, What Does GREEN Mean?, Cleaning Up the Earth, Recycling Earth's Resources, Clean and Green Energy*)

Exploring Earth's Resources: Variety Pack (*Using Coal, Oil and Gas, Learning from Fossils, Using Rocks, Using Soil, Using Water*)

Ten Things I Can Do to Help My World by Melanie Wals

50 simple things kids can do to save the earth by the Earth Works Group

Earth Day by Linda Lowrey

Earth Day by Robin Nelson

Let's Celebrate Earth Day by Connie Roop

The Earth Book by Todd Parr

The Whole World in Your Hands -- a book about maps by Melvin and Gilda

Berger *There's a Map on My Lap* by Tish Rabe

Me on the Map by Joan Sweeney

Websites

<http://www.worldatlas.com>

<http://www.nationalgeographic.com/kids-world-atlas/maps.html>

<http://classroom.jc-schools.net/basic/ssmaps.html> (map games for kids)

Unit Assessment Opportunities:

Journal Entries and Response Sheets

Observations, Questioning, and Discussions

Comprehension Checks in Literature

Presentations

Collaboration

Modifications/Accommodations for Special Education Students / Accommodations for At-Risk Students

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 - Individual Intervention/Remediation
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 - Lower-Level Text
 - Guided Notes
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English Language Learners

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- Listening

- Speaking
- Reading
- Writing
- Oral Language

Extensions For Gifted Students

Extend activities/assignments/projects/assessments

- Provide an option for alternative activities/assignments/projects/assessments
- Modify Content
- Adjust Pacing of Content
- Small Group Enrichment
- Individual Enrichment
- Higher-Level Text

Kindergarten Curriculum Guide

Subject: Social Studies	Grade Level: K
Unit 4: Economics, Innovation, & Technology	Pacing: 10 weeks, Apr.- June
Essential Questions	Enduring Understandings
<p>Why is it important to work?</p> <p>How have innovations and inventions helped shape our lives today?</p> <p>How do limited resources affect society.</p> <p>What is the role of a producer?</p> <p>What is the role of a consumer?</p>	<p>Working and practicing good citizenship allows people to contribute positively to their society.</p> <p>Inventions and innovations have helped shape our lives today.</p> <p>Not all countries have the same available resources.</p> <p>Understand roles of producers and consumers in society.</p>
Core Standards	Classroom Applications
<p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4.C.3 Explain why incentives vary between and among producers and consumers.</p> <p>6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.</p> <p>6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world.</p> <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p>	<p><u>Objectives:</u></p> <p>Availability of resources affects economic outcomes.</p> <p>Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investments.</p> <p>Discuss roles of a producer and consumer.</p> <p>Compare and contrast resources available in other countries that the United States.</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini lesson, small groups, closure</p>

Strategies: Read aloud, Think-pair-share, investigations, guided explorations, group and individual projects

Materials: mentor texts, internet, supplemental books

Extra Support: 1:1 teacher redirect/re-teach, peer helper

Enrichment: computer based research, presentations

Limited English Proficiency: Vocabulary support, word/picture association

Connections to other content areas, including 21st Century Skills:

ELA/Literacy:

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics:

CCSS.MATH.CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have.

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively and with reason.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Reading Street Series

Journey's Reading Series

Supplemental Books to be read:

Jobs

The Post Office Book

Money Around the World: Variety pack

Earning Money

Saving Money

What Is Money?

Spending Money

Inventions and Discovery Through Time- Graphis History Variety Pack

Inventing things by Julie Brown

Imaginative Inventions by Charise Mericle Harper

Who Invented it & What makes it work? By Sarah Leslie

What's Next? By Lisa Thompson

Websites:

Inventions.org

<http://pbskids.org/itsmylife/money/managing/article6.html>

Unit Assessment Opportunities:

- Journal entries and response sheets

- Observations, Questioning, and discussions
- Comprehension checks in literature
- Presentations
- Collaboration
- Unit test/alternative assessments

Modifications/Accommodations for Special Education Students / Accommodations for At-Risk Students

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- Modify Assessment
- Modify Homework
- Re-teach skill if needed
- Allow student to make test corrections or re-take assessment
- Adjust Pacing of Content
- Small Group Instruction
- Individual Intervention/Remediation
- Additional Support Material
- Lower-Level Text
- Guided Notes
- Graphic Organizers

* Based on Student's IEP

English Language Learners

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- Listening
- Speaking
- Reading
- Writing
- Oral Language

Extensions For Gifted Students

Extend activities/assignments/projects/assessments

- Provide an option for alternative activities/assignments/projects/assessments
- Modify Content
- Adjust Pacing of Content
- Small Group Enrichment
- Individual Enrichment
- Higher-Level Text

Curriculum Guide Grade 1

Subject: Social Studies	Grade Level: 1
Unit 1: Civics, Government, and Human Rights	Pacing: 10 weeks (September-November)
Essential Questions	Enduring Understandings
<p>What is the importance of following rules and working together?</p> <p>How can I be a good citizen?</p> <p>What are the characteristics of rural, suburban, and urban communities?</p>	<p>The importance of following rules and laws.</p> <p>The importance of working together in diverse groups, settings, and communities.</p>
Core Standards	Classroom Applications
<p>Students who can demonstrate understanding can:</p> <p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</p> <p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p>	<p>Objectives:</p> <p>Define what a group is, and identify several groups to which students belong.</p> <p>Recognize similarities and differences in groups.</p> <p>Explain sharing and working together are important to belonging to a group</p> <p>Discuss rules, what the role of rules are, how rules allow citizens to work together, as well as potential consequences of violating rules.</p> <p>Identify characteristics of bullies and upstanding citizens or students, focusing on rules, duties and responsibilities of citizenship</p> <p>Explain ways to limit or stop bullying as well as the value of being an upstanding citizen</p>

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.

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.

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 the United States government.

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.

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 on policy decisions made at each level.

Diagram or illustrate how students interact or connect with the community where people live, work and play.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Groups and Individual Projects

Materials: Mentor Texts, DVDs, Internet, Supplemental Books

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper

Enrichment: computer-based research, webquests, class presentation

Limited English Proficiency: Vocabulary support, word/picture association

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).

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 change and inspired social activism in subsequent generations.

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

List of books to be used:

Being Fair by Cassie Mayer

Living in Urban Communities by Kristin Sterling

Citizenship by Ann-Marie Kishel

We the Kids; the preamble to the Constitution of the United States by David Catrow

The U.S. Constitution by Christine Peterson

Duck for President by Doreen Cronin

Websites

<http://constitutioncenter.org> -- United States Constitution Center website

<https://www.icivics.org/games> -- civics-themed games designed to teach different aspects of laws and government

<http://www.annenbergclassroom.org> -- Created by the Lenore Annenberg Institute for Civics at the University of Pennsylvania, website with lessons on civics and government

Amistad Curriculum (Book List):

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Unit Assessment Opportunities:

Journal Entries and Response Sheets

Observations, Questioning, and Discussions

Comprehension Checks in Literature

Class Webs

Presentations

Collaboration

Unit Test

Curriculum Guide Grade 1

Subject: Social Studies	Grade Level: 1
Unit 2: History, Culture, and Perspectives	Pacing: 10 weeks, Nov.-Feb
Essential Questions	Enduring Understandings
<p>Why do we study important people and cultures throughout history?</p> <p>What historical experiences helped shape our country?</p> <p>How have important decisions or events from the past had an effect on the present?</p>	<p>We remember the historical figures and events because of their contributions to history.</p>
Core Standards	Classroom Applications
<p>6.1.4.D.1 Determine the impact of colonization on Native American populations, including the Lenni Lenape of New Jersey</p> <p>6.1.4.D.4 Explain how key events led to the creation of the United States and state of New Jersey.</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 date government and citizenship.</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>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.</p>	<p>Objectives:</p> <p>Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. (6.1.4.D.1)</p> <p>Key historical events, documents, and individuals led to the development of our nation. (6.1.4.D.4, 6.1.4.D.5, 6.1.4.D.6)</p> <p>Personal, family, and community history is a source of information for individuals about the people and places around them. (6.1.4.D.10)</p> <p>Cultures include traditions, popular beliefs, and commonly help values, ideas, and assumptions that are generally accepted by a particular group of people. (6.1.4.D.13)</p> <p>Cultures struggle to maintain traditions in a changing society. (6.1.4.D.15)</p> <p>Prejudice and discrimination can be obstacles to understanding and evaluating our history. (6.1.4.D.17)</p>

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

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.

6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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. (6.1.4.D.19, 6.1.4.D.20)

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure

Strategies: Read Aloud, Think-Pair-Share, Jigsaw, Investigations, Guided explorations, Groups and individual projects

Materials: mentor text, dvds, internet, supplemental books.

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 Teacher redirect/re-teach, peer helper

Enrichment: computer based research, presentations

Limited English Proficiency: Vocabulary support, word/picture association.

Connections to other content areas, including 21st Century Skills:

ELA/Literacy:

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Mathematics:

CCSS.MATH.CONTENT.2.MD.D.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems¹ using information presented in a bar graph.

Career Ready Practices

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12, Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Books to be read:

Little Firefly: an Algonquin Legend

Giving Thanks

Tepee

What is an American?

Sitting Bull

Native Americans

Northwest Coast Indians

Plateau Indians

Southeast Indians

Southwest Indians

Subarctic Indians

George Washington

The Thomas Jefferson Memorial

Thomas Jefferson

Meet Benjamin Franklin

Websites:

<http://www.scholastic.com/teachers/unit/native-americans-everything-you-need>

<https://kidskonnnect.com/history/native-americans/>

<http://constitutioncenter.org/learn/educational-resources/we-the-civics-kids/>

Amistad Curriculum (Book List):

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Unit Assessment Opportunities:

- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension Checks in Literature
- Class Webs
- Presentations
- Collaboration
- Unit Test/Alternative Assessments

(Native American Game Day)

Curriculum Guide Grade 1

Subject: Social Studies	Grade Level: 1
Unit 3: Geography, People and the Environment	Pacing: 10 weeks (mid-February-April)
Essential Questions	Enduring Understandings
<p>Why is it important to take care of Earth?</p> <p>How do the continents and oceans affect the lives of people who live near them?</p> <p>What can maps, globes, and other sources tell us about the world (land or water) and the characteristics of various areas?</p> <p>What is the difference between being a producer and a consumer?</p> <p>How can I be a good citizen or friend to the earth?</p>	<p>The earth has a variety of landforms</p> <p>It is important and essential to know how to care for the earth</p> <p>Maps, globes and other sources allow us to locate and identify places in our region, our country, and our world.</p>
Standards	Classroom Applications
<p>Students who can demonstrate understanding can:</p> <p>6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community</p> <p>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.</p>	<p><u>Objectives:</u></p> <p>Locate New Jersey and bordering states on a map.</p> <p>Locate the United States, Canada, and Mexico on a map.</p> <p>Identify the seven continents.</p> <p>Identify and locate major landforms on Earth and relate the differences on a physical map for the various landforms.</p> <p>Explain the difference between different types of maps and what can be found on different types of maps.</p>

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

6.1.4.B.8 Compare ways people choose to use and distribute natural resources.

6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.

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.

Identify and locate major bodies of water found on Earth, including oceans, seas, and lakes, such as the Great Lakes.

Differentiate between the United States as a country and the 50 states that are a part of it.

Identify ways people can conserve and replenish natural resources.

Identify a compass rose as a geographic tool, explain its purpose, and use it to help locate places on a map.

Distinguish between producing and consuming.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Groups and Individual Projects

Materials: Mentor Texts, DVDs, Internet, Supplemental Books

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper

Enrichment: computer-based research, webquests, class presentation

Limited English Proficiency: Vocabulary support, word/picture association

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Environmental Literacy, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

List of books to be used:

Green Earth: Variety Pack (Water World, Our Organic Garden, What Does GREEN Mean?, Cleaning Up the Earth, Recycling Earth's Resources, Clean and Green Energy)

Exploring Earth's Resources: Variety Pack (Using Coal, Oil and Gas, Learning from Fossils, Using Rocks, Using Soil, Using Water)

Ten Things I Can Do to Help My World by Melanie Wals

50 simple things kids can do to save the earth by the Earth Works Group

Earth Day by Linda Lowrey

Earth Day by Robin Nelson

Let's Celebrate Earth Day by Connie Roop

The Earth Book by Todd Parr

The Whole World in Your Hands -- a book about maps by Melvin and Gilda

Berger *There's a Map on My Lap* by Tish Rabe

Me on the Map by Joan Sweeney

Websites

<http://www.worldatlas.com>

<http://www.nationalgeographic.com/kids-world-atlas/maps.html>

<http://classroom.jc-schools.net/basic/ssmaps.html> (map games for kids)

Amistad Curriculum (Book List):

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Unit Assessment Opportunities:

Journal Entries and Response Sheets

Observations, Questioning, and Discussions

Comprehension Checks in Literature

Class Webs

Presentations

Collaboration

Unit Test

Curriculum Guide Grade 1

Subject: Social Studies	Grade Level: 1
Unit 4:Economics, Innovation, & Technology	Pacing: 10 weeks, Apr.- June
Essential Questions	Enduring Understandings
<p>Why is it important to work?</p> <p>How have innovations and inventions helped shape our lives today?</p>	<p>Working and practicing good citizenship allows people to contribute positively to their society.</p> <p>Inventions and innovations have helped shape our lives today.</p>
Core Standards	Classroom Applications
<p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world.</p> <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p> <p>6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.</p> <p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p>	<p><u>Objectives:</u></p> <p>Interactions among various institutions in the local, national, and global economies influence policy making and societal outcomes. (6.1.4.C.6)</p> <p>Availability of resources affects economic outcomes. (6.1.4.C.9)</p> <p>Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investments. (6.1.4.C.10, 6.1.4.C.11)</p> <p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. (6.1.4.C.12)</p> <p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. (6.1.4.C.16)</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini lesson, small groups, closure</p>

	<p>Strategies: Read aloud, Think-pair-share, jigsaw, investigations, guided explorations, group and individual projects</p> <p>Materials: mentor texts, internet, supplemental books, invention supplies</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper</p> <p>Enrichment: computer based research, presentations</p> <p>Limited English Proficiency: Vocabulary support, word/picture association</p>
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Connections to other content areas, including 21st Century Skills:

ELA/Literacy:

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics:

CCSS.MATH.CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have.

Career Ready Practices

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Books to be read:

Jobs

The Post Office Book

Money Around the World: Variety pack

Earning Money

Saving Money

What Is Money?

Spending Money

Inventions and Discovery Through Time- Graphis History Variety Pack

Inventing things by Julie Brown

Imaginative Inventions by Charise Mericle Harper

Who Invented it & What makes it work? By Sarah Leslie

What's Next? By Lisa Thompson

Websites:

Inventions.org

<http://pbskids.org/itsmylife/money/managing/article6.html>

Amistad Curriculum (Book List):

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Unit Assessment Opportunities:

- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class webs
- Presentations
- Collaboration
- Unit test/alternative assessments

Curriculum Guide Grade 2

Subject: Social Studies	Grade Level: 2
Unit 1: Civics, Government, and Human Rights	Pacing: 10 weeks (September-November)
Essential Questions	Enduring Understandings
<p>What is the importance of following rules and working together?</p> <p>How can I be a good citizen?</p> <p>What are the characteristics of rural, suburban, and urban communities?</p>	<p>The importance of following rules and laws.</p> <p>The importance of working together in diverse groups, settings, and communities.</p>
NJSLS-SS	Classroom Applications
<p>Students who can demonstrate understanding can:</p> <p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</p>	<p><u>Objectives:</u></p> <p>Define what a group is, and identify several groups to which students belong.</p> <p>Recognize similarities and differences in groups.</p> <p>Explain sharing and working together are important to belonging to a group</p> <p>Discuss rules, what the role of rules are, how rules allow citizens to work together, as well as potential consequences of violating rules.</p>

<p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p> <p>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.</p> <p>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.</p> <p>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 the United States government.</p> <p>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.</p> <p>6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided,</p>	<p>Identify characteristics of bullies and upstanding citizens or students, focusing on rules, duties and responsibilities of citizenship</p> <p>Explain ways to limit or stop bullying as well as the value of being an upstanding citizen</p> <p>Diagram or illustrate how students interact or connect with the community where people live, work and play.</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Groups and Individual Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Supplemental Books</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper</p> <p>Enrichment: computer-based research, webquests, class presentation</p> <p>Limited English Proficiency: Vocabulary support, word/picture association</p>
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and the impact on policy decisions made at each level.

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).

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 change and inspired social activism in subsequent generations.

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

List of books to be used:

Being Fair by Cassie Mayer

Living in Urban Communities by Kristin Sterling

Citizenship by Ann-Marie Kishel

We the Kids; the preamble to the Constitution of the United States by David Catrow

The U.S. Constitution by Christine Peterson

Duck for President by Doreen Cronin

Websites

<http://constitutioncenter.org> -- United States Constitution Center website

<https://www.icivics.org/games> -- civics-themed games designed to teach different aspects of laws and government

<http://www.annenbergclassroom.org> -- Created by the Lenore Annenberg Institute for Civics at the University of Pennsylvania, website with lessons on civics and government

Amistad Curriculum:

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Unit Assessment Opportunities:

Journal Entries and Response Sheets

Observations, Questioning, and Discussions

Comprehension Checks in Literature

Class Webs

Presentations

Collaboration

Unit Test

Curriculum Guide Grade 2

Subject: Social Studies	Grade Level: 2
Unit 2: History, Culture, and Perspectives	Pacing: 10 weeks, Nov.-Feb
Essential Questions	Enduring Understandings
<p>Why do we study important people and cultures throughout history?</p> <p>What historical experiences helped shape our country?</p> <p>How have important decisions or events from the past had an effect on the present?</p>	<p>We remember the historical figures and events because of their contributions to history.</p>
NJSLS-SS	Classroom Applications
<p>6.1.4.D.1 Determine the impact of colonization on Native American populations, including the Lenni Lenape of New Jersey</p> <p>6.1.4.D.4 Explain how key events led to the creation of the United States and state of New Jersey.</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 date government and citizenship.</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>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.</p>	<p>Objectives:</p> <p>Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. (6.1.4.D.1)</p> <p>Key historical events, documents, and individuals led to the development of our nation. (6.1.4.D.4, 6.1.4.D.5, 6.1.4.D.6)</p> <p>Personal, family, and community history is a source of information for individuals about the people and places around them. (6.1.4.D.10)</p> <p>Cultures include traditions, popular beliefs, and commonly help values, ideas, and assumptions that are generally accepted by a particular group of people. (6.1.4.D.13)</p> <p>Cultures struggle to maintain traditions in a changing society. (6.1.4.D.15)</p> <p>Prejudice and discrimination can be obstacles to understanding and evaluating our history. (6.1.4.D.17)</p>

<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>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.</p> <p>6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</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>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<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. (6.1.4.D.19, 6.1.4.D.20)</p> <p>Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period (6.1.4.D.16)</p> <p>Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments. 6.1.4.D.19)</p> <p>Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. (6.1.4.D.15)</p> <p>Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. (6.1.4.D.20)</p> <p>Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. (6.1.4.D.17)</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure</p> <p>Strategies: Read Aloud, Think-Pair-Share, Jigsaw, Investigations, Guided explorations, Groups and individual projects</p> <p>Materials: mentor text, dvds, internet, supplemental books.</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 Teacher redirect/re-teach, peer helper</p> <p>Enrichment: computer based research, presentations</p> <p>Limited English Proficiency: Vocabulary support, word/picture association.</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p>	

ELA/Literacy:

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Mathematics:

CCSS.MATH.CONTENT.2.MD.D.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems¹ using information presented in a bar graph.

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively and with reason.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Books to be read:

The Drinking Gourd: A Story of the Underground Railroad 1993

Almost to Freedom 2003

Hidden: A child's story of the Holocaust

Little Firefly: an Algonquin Legend

Giving Thanks

Tepee

What is an American?

Sitting Bull

Native Americans

Northwest Coast Indians

Plateau Indians

Southeast Indians

Southwest Indians

Subarctic Indians

George Washington

The Thomas Jefferson Memorial

Thomas Jefferson

Meet Benjamin Franklin

Websites:

<http://www.scholastic.com/teachers/unit/native-americans-everything-you-need>

<https://kidskonnnect.com/history/native-americans/>

<http://constitutioncenter.org/learn/educational-resources/we-the-civics-kids/>

Amistad Curriculum:

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Unit Assessment Opportunities:

- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension Checks in Literature
- Class Webs
- Presentations
- Collaboration
- Unit Test/Alternative Assessments

(Native American Game Day)

Curriculum Guide Grade 2

Subject: Social Studies	Grade Level: 2
Unit 3: Geography, People and the Environment	Pacing: 10 weeks (mid-February-April)
Essential Questions	Enduring Understandings
<p>Why is it important to take care of Earth?</p> <p>How do the continents and oceans affect the lives of people who live near them?</p> <p>What can maps, globes, and other sources tell us about the world (land or water) and the characteristics of various areas?</p> <p>What is the difference between being a producer and a consumer?</p> <p>How can I be a good citizen or friend to the earth?</p>	<p>The earth has a variety of landforms</p> <p>It is important and essential to know how to care for the earth</p> <p>Maps, globes and other sources allow us to locate and identify places in our region, our country, and our world.</p>
Standards	Classroom Applications
<p>Students who can demonstrate understanding</p> <p>can:</p> <p>6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community</p> <p>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</p>	<p><u>Objectives:</u></p> <p>Locate New Jersey and bordering states on a map.</p> <p>Locate the United States, Canada, and Mexico on a map.</p> <p>Identify the seven continents.</p> <p>Identify and locate major landforms on Earth and relate the differences on a physical map for the various landforms.</p>

different regions of New Jersey and the United States.

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

6.1.4.B.8 Compare ways people choose to use and distribute natural resources.

6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.

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.

Explain the difference between different types of maps and what can be found on different types of maps.

Identify and locate major bodies of water found on Earth, including oceans, seas, and lakes, such as the Great Lakes.

Differentiate between the United States as a country and the 50 states that are a part of it.

Identify ways people can conserve and replenish natural resources.

Identify a compass rose as a geographic tool, explain its purpose, and use it to help locate places on a map.

Distinguish between producing and consuming.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Groups and Individual Projects

Materials: Mentor Texts, DVDs, Internet, Supplemental Books

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper

Enrichment: computer-based research, webquests, class presentation

Limited English Proficiency: Vocabulary support, word/picture association

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Environmental Literacy, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

List of books to be used:

Green Earth: Variety Pack (Water World, Our Organic Garden, What Does GREEN Mean?, Cleaning Up the Earth, Recycling Earth's Resources, Clean and Green Energy)

Exploring Earth's Resources: Variety Pack (Using Coal, Oil and Gas, Learning from Fossils, Using Rocks, Using Soil, Using Water)

Ten Things I Can Do to Help My World by Melanie Wals

50 simple things kids can do to save the earth by the Earth Works Group

Earth Day by Linda Lowrey

Earth Day by Robin Nelson

Let's Celebrate Earth Day by Connie Roop

The Earth Book by Todd Parr

The Whole World in Your Hands -- a book about maps by Melvin and Gilda

Berger There's a Map on My Lap by Tish Rabe

Me on the Map by Joan Sweeney

Websites

<http://www.worldatlas.com>

<http://www.nationalgeographic.com/kids-world-atlas/maps.html>

<http://classroom.jc-schools.net/basic/ssmaps.html> (map games for kids)

Amistad Curriculum:

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Unit Assessment Opportunities:

Journal Entries and Response Sheets

Observations, Questioning, and Discussions

Comprehension Checks in Literature

Class Webs

Presentations

Collaboration

Unit Test

Curriculum Guide Grade 2

Subject: Social Studies	Grade Level: 2
Unit 4: Economics, Innovation, & Technology	Pacing: 10 weeks, Apr.- June
Essential Questions	Enduring Understandings
<p>Why is it important to work?</p> <p>How have innovations and inventions helped shape our lives today?</p>	<p>Working and practicing good citizenship allows people to contribute positively to their society.</p> <p>Inventions and innovations have helped shape our lives today.</p>
NJSLS-SS	Classroom Applications
<p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world.</p> <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p> <p>6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.</p> <p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of</p>	<p><u>Objectives:</u></p> <p>Interactions among various institutions in the local, national, and global economies influence policy making and societal outcomes. (6.1.4.C.6)</p> <p>Availability of resources affects economic outcomes. (6.1.4.C.9)</p> <p>Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investments. (6.1.4.C.10, 6.1.4.C.11)</p> <p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. (6.1.4.C.12)</p> <p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. (6.1.4.C.16)</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini lesson, small groups, closure</p>

<p>prominent figures who lived in New Jersey.</p> <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p>	<p>Strategies: Read aloud, Think-pair-share, jigsaw, investigations, guided explorations, group and individual projects</p> <p>Materials: mentor texts, internet, supplemental books, invention supplies</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper</p> <p>Enrichment: computer based research, presentations</p> <p>Limited English Proficiency: Vocabulary support, word/picture association</p>
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Connections to other content areas, including 21st Century Skills:

ELA/Literacy:

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics:

CCSS.MATH.CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have.

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP3 Attend to personal health and financial well-being.

CRP6 Demonstrate creativity and innovation.

CRP10 Plan education and career paths aligned to personal goals.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Books to be read:

Jobs

The Post Office Book

Money Around the World: Variety pack

Earning Money

Saving Money

What Is Money?

Spending Money

Inventions and Discovery Through Time- Graphis History Variety Pack

Inventing things by Julie Brown

Imaginative Inventions by Charise Mericle Harper

Who Invented it & What makes it work? By Sarah Leslie

What's Next? By Lisa Thompson

Websites:

Inventions.org

<http://pbskids.org/itsmylife/money/managing/article6.html>

Amistad Curriculum:

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Unit Assessment Opportunities:

- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class webs
- Presentations
- Collaboration
- Unit test/alternative assessments

Differentiated Activities

Enrichment

Different Levels and Advanced Lessons

Teachers can and will devise questions that are differentiated for students to answer

ELL

Translated Vocabulary (Using Google Translate)

Translated Self Assessment (Using Google Translate) <http://www.goodtyping.com/> Spanish lessons (Teacher has to register)

Special Education

Different Levels: Teachers can and will devise questions that are differentiated for students to answer. Tactile Activities

At-Risk

(Intervention)

Different Levels: Teachers can and will devise questions that are differentiated for students to answer. Tactile Activities

Curriculum Guide Grade 3

Subject: Social Studies	Grade Level: 3
Unit: Economics	Pacing: 6 weeks (1.5 months)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What do I need to know in order to be an informed consumer? • How are my wants and needs different from others? • How can I make good decisions with my money? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Community members depend on each other to meet their basic needs through working together to provide goods and services for a community. • The demands for products and the supply of goods and services affect communities and their economy.
NJSLS Standards	Classroom Applications
<p>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.</p> <p>6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</p> <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4.C.3 Explain why incentives vary between and among producers and consumers.</p> <p>6.1.4.C.4 Describe how supply and demand influence price and output of products</p> <p>6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.</p> <p>6.1.4.C.6 Describe the role and relationship among households,</p>	<p>Objective:</p> <p>Students will know...</p> <ul style="list-style-type: none"> • Key vocabulary within unit (such as; business, goods, needs, wants, natural resources, service, etc.) • Decisions are made based on the needs and wants of community • Producers and consumers and their role in the economy • Supply and demand influence price and output • Roles of individuals, businesses, laborers, and government • Goods and services are affected by global market and events within the community • Use of natural resources and how availability affects lifestyles, policy making, and economic outcomes <p>Money, saving, spending, and investments are reliant upon economy and greatly affect people's lives</p>

businesses, laborers, and governments within the economic system.

6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.

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.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

Teaching Strategies/Materials:

Lesson Structure: Observation, Connect, Teach, Engage, Link, Assessment

Strategies: Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations

Materials: Mentor Texts, Internet, Supplemental Resources

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper

Enrichment: computer based research, class presentation

Limited English Proficiency: Vocabulary support, word/picture association

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

LA.3.RL.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.3.RI.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.3.W.3.2.A - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

MA.3.3.MD.B.3 - [Standard] - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

MA.3.3.NBT.A.2 - [Standard] - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MA.3.3.OA.C.7 - [Standard] - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Books

Who’s Buying and Who’s Selling

Where Do We Keep the Money

What Can You Do with Money? Earn spend save

What is Money, Anyway? Why \$ and coins have value

What Do We Buy? Goods and services

Do I Need it? Or Do I want it?

Kids Making Money (TFK) (8)

Lemons and Lemonade – Nancy Loewen

Supply and Demand – Janeen Adil • What are Goods and Services? – Carolyn Andrews • Money – Margaret Hall

Save, Spend, or Donate? – Nancy Loewen • Sam and the Lucky Money – Karen Chinn

Using Money on a Shopping Trip – Jennifer Marrewa

Lunch Money – Andrew Clements • Mr. Chickee’s Funny Money – Christopher Paul Curti

Owen Foote, Money Man – Stephanie Greene

Activities - <https://www.pinterest.com/search/pins/?q=economics%20activities>

Videos - <https://www.pinterest.com/search/pins/?q=economics%20videos>

Economics for Kids - <http://www.socialstudiesforkids.com/subjects/economics.htm>

Virtual School – <http://www.kathimitchell.com/econ.htm>

Song Lessons for Economics - <https://www.youtube.com/watch?v=wHY5cdExNa8>

Kids Discover - <http://www.kidsdiscover.com/spotlight/economics/>

<http://www.superteacherworksheets.com/economics.html> (Economic Worksheets)

http://www.totally3rdgrade.com/supply_and_demand.html (song about economics)

<http://classroom.jc-schools.net/SS-units/economics.htm> (Interactive games and activities)

<http://www.lessonplanet.com/economics> (Economic Lesson Plans & Activities)

<http://www.readworks.org>

Activities:

Supply and Demand Musical Chairs: Begin with many more chairs than students. When music stops remove a chair; continue until chairs create a scarcity. Reflect and discuss the relationship between supply and demand and what happened as chairs were removed. • Workplace Mural: Students will select a local workplace. Label an index card with name and its role in meeting people’s needs in the community. Illustrate and share. • Classroom Bank: Provide a weekly income for students (i.e.: banana bills, bonus bills, etc) that students can earn for completing classroom jobs, demonstrating responsibility in the classroom community, or lending a helping hand. Students can turn them in weekly for make a purchase from classroom store, or choose to save money for an end-of-year auction.

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Presentations

- Collaboration
- Unit Test
- Pre- and Post- assessments
- Current Events to make connections to their local community
- KWLA Charts and other use of graphic organizers (Homework assignments, other writing tasks, journal entries)
- Group discussions
- Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions Economics

Curriculum Guide Grade 3

Subject: Social Studies	Grade Level: 3
Unit: Industrial Revolution/Innovations	Pacing: 8 weeks (2 months)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How have inventions shaped my life today? • Why would my life be different without technology? • How can technology impact us negatively? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Innovation and creativity affect the quality of living, community development, and opportunity. • Historical innovators and inventions have helped shape the world and how people live.
NJSLS-SS Standards	Classroom Applications
<p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p>6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society.</p> <p>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 have played in economic opportunities.</p> <p>6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>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.</p> <p>6.1.4.C.18 Explain how the development of communications systems has led to</p>	<p>Objective:</p> <p>Students will know...</p> <ul style="list-style-type: none"> • Key vocabulary within unit (such as; innovation, industry, technology, patent etc.) • Creativity and impact of inventions affect lifestyles, knowledge, and productivity • Science and technology can assist with environmental concerns • Inventions and Inventors that have greatly impacted New Jersey (such as; Alexander Graham Bell, George Washington Carver) • Role of geography, natural resources, and climate in New Jersey on transportation and other innovations • Improvements in lifestyle are due to innovation compared to the past Technologies' impact on agriculture; locally

increased collaboration and the spread of ideas throughout the United States and the world.

6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to action taken to address them.

- Innovation in communications affect collaboration locally and globally

Teaching Strategies/Materials:

Lesson Structure: Observation, Connect, Teach, Engage, Link, Assess

Strategies: Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations

Materials: Mentor Texts, Internet, Supplemental Resources

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper

Enrichment: computer based research, class presentation

Limited English Proficiency: Vocabulary support, word/picture association

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

LA.3.RL.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.3.RI.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.3.W.3.2.A - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

MA.3.3.MD.B.3 - [Standard] - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

MA.3.3.NBT.A.2 - [Standard] - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Books

Now & Ben : the modern inventions of Benjamin Franklin

Imaginative inventions : the who, what, where, when, and why of roller skates, potato chips, marbles, and pie and more!

Activities -

https://www.pinterest.com/search/pins/?rs=ac&len=2&q=industrial+revolution+activities&term_meta%5B%5D=industrial%7Cautocomplete%7C2&term_meta%5B%5D=revolution%7Cautocomplete%7C2&term_meta%5B%5D=activities%7Cautocomplete%7C2

Videos - <https://www.pinterest.com/search/pins/?q=industrial%20revolution%20videos>

Facts for Kids -

http://www.factsfornow.scholastic.com/article?product_id=nbk&type=0ta&uid=10676850&id=a2014620-h

- Slide Share – Power Points already created - <http://www.slideshare.net/search/slideshow?searchfrom=header&q=industrial+revolution>
- Time Line of Inventions - http://www.softschools.com/timelines/industrial_revolution_timeline/40/

SUGGESTED PERFORMANCE TASK(S)

- Students will choose an inventor and describe one of their inventions and how it has impacted society and influenced people's lifestyles.
- Have students research and choose an inventor. They will choose one of their inventions to research in depth
- List pros and cons of invention and its impact on society. How has it helped people? How has it hurt people, or the environment? Have there been other inventions since that were influenced from this invention?
- Have students create an ad or brochure to advertise their chosen invention and why people might be interested in it.
- Create a classroom museum to display inventions and research information. Invite other classes to visit museum and learn about the various inventors and inventions researched.

Suggested learning resources;

- Brain Pop Jr. (Related Videos; Alexander Graham Bell)
- Learn 360 (Related Videos; Famous Inventions and Inventors / Thomas Edison, A Life of Inventions / History of Transportation / Cool Inventions / Inventors Video Quiz / Inventions from Ancient Times to the Printing Press, A Life of Invention)

Helpful Links;

<http://www.pbs.org/benfranklin/teachersguide.html> (innovation activities)

<http://www.discoveryeducation.com/teachers/free-lesson-plans/inventors-and-inventions-2-air-and-space.cfm> (lesson plans)

http://www.kidinventorsday.com/teachers_guides.htm (additional links)

<http://its.guilford.k12.nc.us/webquests/grade3.html> (innovation activities)

www.buzzle.com/articles/3rd-grade-invention-ideas.html (invention ideas)

Suggested Mentor Texts – Available at school libraries

- 101 Ways to Bug Your Parents – Lee Wardlaw • 101 Ways to Your Teacher – Lee Wardlaw • Johann Gutenberg and the Amazing Printing Press – Bruce Koscielniak • The History of the Computer – Elizabeth Raum • Henry Ford and the Model T – Michael O’Hearn • Levi Strauss and Blue Jeans – Nathan Olson •

Incredible Inventions – Lee Bennett Hopkins • Inventions – Martine Podesto • I is for Idea: An Inventions Alphabet – Marcia Schonberg • An Illustrated Timeline of Inventions and Inventors – Kremena Spengler • Now & Ben: The Modern Inventions of Benjamin Franklin – Gene Barretta • Marvelous Mattie: How Margaret E. Knight Became an Inventor – Emily Arnold McCully

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class Webs
- Presentations
- Collaboration
- Current Events to make connections to their local community
- KWL Charts and other use of graphic organizers
- Homework assignments
- Other writing tasks
- Journal entries
- Group discussions
- Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions

Curriculum Guide Grade 3

Subject: Social Studies	Grade Level: 3
Unit: Civil Rights Leadership/Cultural Diversity	Pacing: 8 weeks (2 months)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do I solve conflicts with others that are different from me in a community? • How have the various cultures within my community contributed to the customs, traditions, and beliefs within the community? • How has my heritage and the various cultures within my community influenced my daily life? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • A community is established through the various cultures and diversity of its people. • Respecting various cultures and perspectives through awareness and communication can help to solve conflicts both locally and globally.
NJSLS-SS Standards	Classroom Applications
<p>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).</p> <p>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 change and inspired social activism in subsequent generations.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.14 Trace how the American identity evolved over time.</p>	<p>Objective:</p> <p>Students will know...</p> <ul style="list-style-type: none"> • Key vocabulary within unit (such as; custom, culture, tradition, ethnic groups, perspectives, etc.) • Comprehension Strategies for reading informational text • Continents and oceans to gain understanding of spatial relationships with other countries and cultures • Most communities are made up of people of different ethnicities

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.

6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

- Members of a community show their culture through their clothing, language, food, music, etc.

- Cultures include traditions, popular beliefs, values, and ideas expressed through people’s behaviors

Stereotyping and prejudice can lead to conflicts

- Bullying and discriminatory actions and comments are not tolerated and affect the community

- Events and important figures that have assisted in cultural acceptance and helped to solve conflicts

Teaching Strategies/Materials:

Lesson Structure: Observation, Connect, Teach, Engage, Link, Assess

Strategies: Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations

Materials: Mentor Texts, Internet, Supplemental Resources

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

OTHER EVIDENCE: These are suggested assessments that could be used in addition to the suggested performance task.

- Develop a plan: Present students with a conflict resulting from a cultural disagreement. Have students write a resolution as to how they might go about solving the conflict and the importance of tolerance and various perspectives due to cultural differences.

- In the News: Have students look for local news of current cultural events happening in their town. Have students

	<p>participate in cultural activity in the community and write or draw about their experience.</p> <ul style="list-style-type: none"> • Discover a new culture: Research a different country or culture through books and internet. Have students create a PowerPoint or similar activity to present to class. Other assessments to demonstrate evidence of learning may include; • Pre- and Post- assessments • Current Events to make connections to their local community • KWL Charts and other use of graphic organizers • Homework assignments • Other writing tasks • Journal entries • Group discussions • Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions Culture/Diversity Quarter 3 - Stage 3 – Learning Plan – Grade <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper</p> <p>Enrichment: computer based research, class presentation</p> <p>Limited English Proficiency: Vocabulary support, word/picture association</p>
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Connections to other content areas, including 21. Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

LA.3.RL.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.3.RI.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.3.W.3.2.A - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

MA.3.3.MD.B.3 - [Standard] - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

MA.3.3.NBT.A.2 - [Standard] - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Rosa by Nikki Giovanni

Dad, Jackie, and Me by Myron Uhlberg

The Story of Ruby Bridges by Robert Coles

Rosa Parks : a life of courage by Ann-Marie Kishel.

Educational Videos, lessons , and games - <http://www.neok12.com/Civil-Rights-Movement.htm>

Civil Rights Timeline - <http://kids.laws.com/civil-rights-timeline>

Civil Rights Movement Timeline - <http://www.kidzworld.com/article/3015-civil-rights-movement-timeline>

Civil Rights Video - <https://www.pinterest.com/search/pins/?q=civil%20rights%20videos>

Civil Rights Activities -

https://www.pinterest.com/search/pins/?rs=ac&len=2&q=civil+rights+activities&term_meta%5B%5D=civil%7Cautocomplete%7C4&term_meta%5B%5D=rights%7Cautocomplete%7C4&term_meta%5B%5D=activities%7Cautocomplete%7C4

Helpful Links;

<http://www.ipl.org/div/cquest/> (Culture Quest Interactive World Tour)

<http://www.totally3rdgrade.com/people.html> (song about culture)

<http://pbskids.org/arthur/games/connectworld/index.html> (Interactive games)

<http://www.eduplace.com/geonet/index.html> (Interactive games)

<http://www.pbs.org/parents/mayaandmiguel/english/activities/calendar.html>

(Family Tradition Activities)

<http://www.education.com/activity/third-grade/world-cultures/> (Culture activities)

Suggested Mentor Texts – Available at school libraries

- Arthur's World Neighborhood – David J. Smith
- Families in Many Cultures – Heather Adamson
- School in Many Cultures – Heather Adamson
- Freedom Summer – Deborah Wiles
- The Other Side – Jacqueline Woodson
- Everyday Celebrations and Rituals – Holidays
- Come to the Great World: Poems from Around the World – Wendy Cooling
- People of New Jersey – Mark Stewart
- Around Our Way on Neighbors' Day – Tameka Brown

The Amistad Commission's Literacy Components for Primary Grades:

• <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

• Why Mosquitoes Buzz in People's Ears by Aardema, Verna • The

Patchwork Quilt by Flourmoy, Valerie

• Amazing Grace by Hoffman, Mary

•Chicken Sunday by Palacco, Patricia

•<http://www.state.nj.us/education/holocaust/resources/literacy.pdf>

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class Webs
- Presentations
- Collaboration
- Unit Test

Curriculum Guide Grade 3

Subject: Social Studies	Grade Level: 3
Unit: Citizenship/ Branches of Government	Pacing: 8 weeks (2 months)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> •How does the government of our country work together at all levels to meet the needs of the people? •How do rules and laws protect my rights as a citizen? •What would happen if we had no government? •How do citizens influence government? 	<ul style="list-style-type: none"> •There is a relationship between people and their government in a representative democracy. • Active citizens exercise their rights and responsibilities through participation in democratic processes. • The government has a responsibility to develop rules and laws to protect people’s rights and the security and welfare of society
NJSLS-SS Standards	Classroom Applications
<p>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.</p> <p>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.</p> <p>6.1.4.A.3 Determine how “fairness,” “equality,” and the</p>	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Key vocabulary within unit (such as; government services, common good, vote, volunteer, right, responsibility, democracy, elect, appoint) • Comprehension Strategies for reading informational text • Responsibilities of citizens and why following rules is crucial to the wellbeing of the common good • Fundamental rights of all citizens • The Constitution and Bill of Rights are key documents in establishing human rights and responsibilities of the government • Rules and laws are developed to protect people’s rights based on the needs of the people • Fair vs. unfair laws • Three branches of government and their roles (judicial, legislative, executive)

“common good” have influenced new laws and policies over time at the local and national levels of United States government.

6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.

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.

- Create and determine how rules and laws are used in our classroom community to protect our individual rights to help resolve conflict. (6.1.4.A.1)
- 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 (6.1.4.A.2)
- Define fairness, equality, and common good and identify their roles in the creation of United States government. (6.1.4.A.3)
- Explain the roles and responsibilities of the three branches of the national government. (6.1.4.A.5)
- Identify a local issue and develop a group action plan to inform school and/or community members about the issue. (6.3.4.A.3)

Teaching Strategies/Materials:

Lesson Structure: Observation, Connect, Teach, Engage, Link, Assess

Strategies: Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations

Materials: Mentor Texts, Internet, Supplemental Resources

OTHER EVIDENCE: These are suggested assessments that could be used in addition to the suggested performance task.

- **Create a Mobile:** Have students work create a mobile to display the three types of government, their roles in the community, and local community members that are currently in those government positions.
- **Writing Prompt:** Have students write about what it might be like if there was no government. How would their local community be different? How would the world be different?
- **Interview:** Create interview questions for a local government official. Reach out to them through email, mail, or appointment to interview and gather information regarding their role in the community. Share your information with the class.

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Other assessments to demonstrate evidence of learning may include;

- Current Events to make connections to their local community
- KWLA Charts and other use of graphic organizers
- Homework assignments
- Other writing tasks
- Journal entries
- Group discussions
- Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions

Extra Support: 1:1 teacher redirect/re-teach, peer helper

Enrichment: computer based research, class presentation

Limited English Proficiency: Vocabulary support, word/picture association

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

LA.3.RL.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.3.RI.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.3.W.3.2.A - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Books

We The Kids by David Catrow

- Kids Gov – 3 branches of government - <https://kids.usa.gov/three-branches-of-government/index.shtml>
- Congress for Kids – Democracy
http://www.congressforkids.net/games/Democracy/2_democracy.htm
- Brain Pop -
<https://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/>
- Video - <http://video.about.com/usgovinfo/Branches-of-the-Government.htm>
- Activities and Video's -
https://www.pinterest.com/search/pins/?rs=ac&len=2&q=three+branches+of+government&term_meta%5B%5D=three%7Cautocomplete%7C0&term_meta%5B%5D=branches%7Cautocomplete%7C0&term_meta%5B%5D=of%7Cautocomplete%7C0&term_meta%5B%5D=government%7Cautocomplete%7C0

www.superteacherworksheets.com/communities (activities and worksheets available)

www.sfsocialstudies.com/g3/index.html (interactive games, current events, activities)

<http://www.hud.gov/kids/field1.html> (interactive tours of city hall and government officials)

http://www.totally3rdgrade.com/branches_of_government.html (song lyrics and sound clip)

<http://www.socialstudiesforkids.com/www/us/billofrightsdef.htm> (Bill of Rights for Kids)

<http://www.factmonster.com/ipka/A0769450.html> (Bill of Rights for Kids)

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class Webs
- Presentations
- Collaboration
- Unit Test

Suggested Mentor Texts

- What is Government – Ann-Marie Kishel
- Who Leads Our Country – Jacqueline Laks Gorman
- Branches of Government – John Hamilton
- What’s Government – Nancy Harris
- What are the Parts of Government –William Thomas
- What’s a City Council – Nancy Harris
- D is for Democracy: A Citizen’s Alphabet – Elissa Grodon
- Democracy – Liam O’Donnell
- Becoming a Citizen – John Hamilton
- Voting in an Election – John Hamilton

Curriculum Guide Grade 3

Subject: Social Studies	Grade Level: 3
Unit: Natural Resources/ Geography and Environment	Pacing: 8 weeks (2 months)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Why is location important? • How do maps help people find and learn about locations? • How does a geographic location impact a person’s lifestyle? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Maps and other geographic tools can be used to discover and compare physical features and lifestyles of people in various locations. • Climate, landforms, and natural resources play a large role in the lifestyles, culture, and settlement of people of a particular area.
NJSLS-SS Standards	Classroom Applications
<p>Natural Resources</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. 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.</p> <p>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 .</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources impacted</p>	<p>Objective:</p> <p>Students will know...</p> <ul style="list-style-type: none"> • Key vocabulary within unit (such as; compass rose, map key, symbol, scale, mountain, valley, river, gulf, etc.) • Comprehension Strategies for reading informational text • Cardinal and intermediate directions • Information that can be found in a map key and the purpose of a map scale • Political and physical maps and specific information that can be found on each

where and how people live and work in different regions of New Jersey and the United States.

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on cultures , economics, politics, and physical environment to understand the concept of regionalism.

6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

- Location of Monroe in comparison to other locations
- Culture and lifestyles are influenced by geographic location
- Physical features (such as; mountain, lake, river, valley, plateau, gulf, hills
- Landforms and climate affect lifestyles
- Importance of recycling and conserving in order to protect environment
- Natural resources are specific to location and assist in settlement
- Availability of natural resources has large impact on lifestyles

Teaching Strategies/Materials:

Lesson Structure: Observation, Connect, Teach, Engage, Link, Assess

Strategies: Think-pair share, Read Aloud, Jigsaw, Investigations, Guided Explorations

Materials: Mentor Texts, Internet, Supplemental Resources

OTHER EVIDENCE: These are suggested assessments that could be used in addition to the suggested performance task.

- Mix and Match: Present students with either pictures or words of key landforms learned and their descriptions. Have students cut and match words with definitions and glue to large construction paper.

- Map Skill Treasure Hunt: Have students work in pairs to use maps to uncover a mystery. It can be a map of the classroom and students must use

compass rose, map key, and scale to follow map to lead to the solution to a problem.

- **Writing Prompt:** Have students research another community and its environment. Have students create a Venn-diagram comparing and contrasting their local communities' environment and that of their researched community. Students should look at their natural resources, climate, culture, landforms, etc. Have students then write an essay comparing these two communities and how their life may have been different had they grown up in their researched community.

- **In the News:** Create an environmental issue that could occur in your community. How would you communicate to the people of your community about the issue and get them to help out their environment. Write a news article that will not only inform the community about this issue, but persuade them to help out. What will your plan be to correct this environmental concern? How will you get others to get involved?

Other assessments to demonstrate evidence of learning may include

- Pre- and Post- assessments
- Current Events to make connections to their local community
- KWLA Charts and other use of graphic organizers
- Homework assignments
- Other writing tasks
- Journal entries
- Group discussions
- Written or oral formative or summative assessments including multiple choice, vocabulary, and open-ended questions

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper

Enrichment: computer based research, class presentation

Limited English Proficiency: Vocabulary support, word/picture association

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

LA.3.RL.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.3.RI.3.1 - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.3.W.3.2.A - Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

MA.3.3.OA.C.7 - [Standard] - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

MA.3.3.NF.A.1 - [Standard] - Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Natural Resource Activities -

<https://www.pinterest.com/search/pins/?q=natural%20resources%20activities>

Natural Resource Videos -

<https://www.pinterest.com/search/pins/?q=natural%20resources%20videos>

Educational Videos, Lessons, and Games - <http://www.neok12.com/Natural-Resources.htm>

Smart Exchange (free smartboard activities – you need to sign up – free membership)

<http://exchange.smarttech.com/search.html?q=natural+resources>

Slide Share - <http://www.slideshare.net/MMoiraWhitehouse/natural-resources-3rd-4th-grades>

www.superteacherworksheets.com/communities (activities and worksheets available)

<http://geography.pppst.com/mapskills.html> (Power-points and interactive map skill games)

<http://nationalatlas.gov/mapmaker> (Interactive map maker)

<http://its.guilford.k12.nc.us/webquests/mapadventure/map.htm> (Research activity)

<http://flashcarddb.com/cardset/238654-3rd-grade-map-skills-flashcards> (unit vocabulary

flashcards) http://www.totally3rdgrade.com/how_to_read_a_map.html (song about reading maps)

Suggested Mentor Texts – • If the World Were a Village: A Book About the World’s People – David J. Smith • Hills / Valleys / Plains / Bays / Lakes – Emma Carlson Berne • The Four Oceans – Wil Mara • Hottest, Coldest, Highest, Deepest – Steve Jenkins • Living in Mountains / Living in Deserts – Tea Benduhn • Forests – Angela Royston • The Geography Book – Caroline Arnold • Geography From A to Z – Jack Knowlton

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension checks in literature
- Class Webs
- Presentations
- Collaboration
- Unit Test

Curriculum Guide Grade 4

SOCIAL STUDIES

UNIT 1: MAP AND GEOGRAPHY SKILLS

Subject: Social Studies	Grade Level: 4
Unit 1.1: Map & Geography Skills	Pacing: 2 Weeks (approximately)
Essential Questions	Enduring Understandings
<p>What are the different functions of maps and how they are used?</p> <p>How do maps help us locate different places in the world?</p> <p>Why is it important to study different types of maps?</p> <p>What makes places unique and different?</p>	<p>Geography studies the relationships between people, places, and environments by showing information about them in spatial context.</p> <p>Information on different maps is useful in helping us know more about people who live there.</p>
NJSLS-SS Standards	Classroom Application
<p>Students who demonstrate understanding can:</p> <p>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.</p>	<p><u>Objectives:</u></p> <p>Identify, define and apply basic map skills including longitude, latitude, prime meridian, equator, hemisphere, map key, symbols, compass rose and map scale.</p> <p>Locate different places in the world.</p>

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.

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.

Tell what makes places unique and different.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, current magazine/newspaper articles, visual aids, manipulatives

Activities: Use a map scale to calculate the distance between cities, use latitude and longitude to tell which city and located at given coordinates, and match city with the coordinates on a map, label map with continents and oceans, use map to show USA major industries, use map and legend on page to answer questions, field trip to corn maze, so students can use map reading skills.

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

CRP11. Use technology to enhance productivity.

Unit Resources: (related websites, reference materials, etc.)

Textbook: Our Country's Regions

Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Class Webs
- * Presentations
- * Collaboration
- * Projects
- * Rubrics
- * Unit Test

Curriculum Guide Grade 4

<p>Unit 1.2: United States: A Varied Land</p>	<p>Pacing: 3 Weeks (approximately)</p>
<p>Essential Questions</p>	<p>Enduring Understandings</p>
<p>How do geographical regions and landforms compare/contrast to one another?</p> <p>How do landforms, climate, weather and resources impact where and how people live and work in each region?</p>	<p>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p> <p>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</p> <p>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p> <p>Places are jointly characterized by their physical and human properties.</p> <p>The physical environment can both accommodate and be endangered by human activities.</p> <p>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> <p>Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</p> <p>Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</p> <p>Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p>

NJSLSS Standards	Classroom Application
<p>Students who demonstrate understanding can:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>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</p>	<p>Objectives:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>Compare ways people choose to use and distribute natural resources.</p> <p>Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p>

<p>demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>	<p>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.</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure</p> <p>Strategies: Think-pair-share, Read Aloud, Jigsaw, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, manipulatives</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework</p> <p>Enrichment: Computer-based research, class presentation, higher-level thinking tasks</p> <p>Limited English Proficiency: Vocabulary support, word/picture association, visual aids</p>
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<p><u>Connections to other content areas, including 21st Century Skills:</u></p>	
<p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CRP11. Use technology to enhance productivity.</p>	

Unit Resources: (related websites, reference materials, etc.)

Textbook

The Amistad Commission's Literacy Components for Primary Grades:

- <http://www.state.nj.us/education/amistad/resources/literacy.pdf>
- <http://www.state.nj.us/education/holocaust/resources/literacy.pdf>

Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
- * Class Webs
- * Presentations
- * Collaboration
- * Projects
- * Rubrics
- * Unit Test
- * Time Lines

Curriculum Guide Grade 4

Unit 1.3: Economics & Resources	Pacing: 3 Weeks (approximately)
Essential Questions	Enduring Understandings
<p>How do major industries located in NJ impact the economy?</p> <p>How have industry, technology and transportation changed the way we interact with the land?</p>	<p>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> <p>Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</p> <p>Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p> <p>People make decisions based on their needs, wants, and the availability of resources. Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.</p> <p>Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p>
NJSLS-SS Standards	Classroom Application
<p>Students who demonstrate understanding can:</p> <p>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.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p>	<p><u>Objectives:</u></p> <p>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.</p> <p>Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>Compare ways people choose to use and distribute natural resources.</p>

<p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>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.</p> <p>6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p>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.</p> <p>6.1.4.D.13 Examine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.4.C.15 Describe how the development of different transportation systems impacted</p>	<p>Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p>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.</p> <p>Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure</p> <p>Strategies: Think-pair-share, Read Aloud, Jigsaw, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, manipulatives</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework</p>
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the economies of New Jersey and the United States.

Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Unit Resources: (related websites, reference materials, etc.)

Textbook

Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
 - * Observations, Questioning, and Discussions
 - * Comprehension Checks in Literature
 - * Class Webs
 - * Presentations
 - * Collaboration
 - * Projects
 - * Rubrics
 - * Unit Test
 - * Time Lines
-

Curriculum Guide Grade 4

Subject: Social Studies	Grade Level: 4
Unit 2.1: Foundations of the United States (Melting Pot / Government)	Pacing: 6 Weeks (approximately)
Essential Questions	Enduring Understandings
<p>Why do we have rules and laws?</p> <p>To what extent should society control individuals?</p> <p>How do governments balance the rights of individuals with the common good?</p> <p>What should be the goals and responsibilities of government?</p> <p>How are the United States and New Jersey Governments organized and how do they communicate?</p> <p>How does the Constitution protect individual rights and limit the power of the government?</p> <p>What is freedom and is everyone entitled to it?</p>	<p>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</p> <p>There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</p> <p>United States is a country made up of immigrants and varied cultures.</p> <p>Key historical events, documents, and individuals led to the development of our nation.</p>

NJSLSS Standards	Classroom Application
<p>Students who demonstrate understanding can:</p> <p>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.</p> <p>6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government</p> <p>6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government</p> <p>6.1.4.A.6 Explain how national and state governments share power in the federal system of government.</p> <p>6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</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><u>Objectives:</u></p> <p>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.</p> <p>Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</p> <p>Distinguish the roles and responsibilities of the three branches of the national government</p> <p>Explain how national and state governments share power in the federal system of government.</p> <p>Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>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><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure</p> <p>Strategies: Think-pair-share, Read Aloud, Jigsaw, Projects</p>

Materials: Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, current magazine/newspaper articles, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text

CRP1. Act as a responsible and contributing citizen and employee.

CRP5. Consider the environmental, social and economic impacts of decisions.

Unit Resources: (related websites, reference materials, etc.)

Textbook

Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
- * Class Webs
- * Presentations
- * Collaboration
- * Projects
- * Rubrics
- * Time Lines
- * Unit Test

Curriculum Guide Grade 4

SOCIAL STUDIES, GRADE 4

UNIT 2: FOUNDATIONS AND REGIONS OF US

Subject: Social Studies	Grade Level: 4
Unit 2.2: Regions of United States	Pacing: 6 Weeks (approximately)
Essential Questions	Enduring Understandings
<p>How do four geographical region and landforms compare/contrast to one another?</p>	<p>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p> <p>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</p> <p>Places are jointly characterized by their physical and human properties.</p> <p>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> <p>Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</p>
NJSLS-SS Standards	Classroom Application
<p>Students who demonstrate understanding can:</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live</p>	<p><u>Objectives:</u></p> <p>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.</p>

and work in different regions of New Jersey and the United States.

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.

6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

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.

Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

Explain why some locations in New Jersey and the United States are more suited for settlement than others.

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

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CRP2. Apply appropriate academic and technical skills.

Unit Resources: (related websites, reference materials, etc.)

Textbook: Our Country's Regions

Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
- * Class Webs
- * Presentations
- * Collaboration
- * Projects
- * Rubrics
- * Unit Test
- * Time Lines

Curriculum Guide Grade 4

SOCIAL STUDIES, GRADE 4

UNIT 3: NEW JERSEY

Subject: SOCIAL STUDIES	Grade Level: 4
Unit 3.1: NEW JERSEY Geography & Regions	Pacing: 4 weeks (approximately)
Essential Questions	Enduring Understandings
<p>How do four geographical region and landforms compare/contrast to one another?</p> <p>How do landforms, climate, weather and resources impact where and how people live and work in each region?</p> <p>How do major industries located in NJ impact the economy?</p> <p>How have industry, technology and transportation changed the way we interact with the land?</p>	<p>New Jersey is a Middle Atlantic state with many interesting features and different landforms.</p> <p>Each region developed its own based on resources, agriculture, climate, industry and physical features.</p> <p>New Jersey has a moderate climate that supports a variety of plants, animals, and natural resources.</p>
NJSLS-SS Standards	Classroom Applications
<p>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.</p>	<p>Objectives:</p> <p>Use physical and political maps to explain how the location and spatial relationship of places in New Jersey have contributed to cultural diffusion and economic interdependence.</p>

<p>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.</p> <p>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 have played in economic opportunities.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>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.</p>	<p>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.</p> <p>Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.</p> <p>Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>Compare ways people choose to use and distribute natural resources.</p> <p>Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure</p> <p>Strategies: Think-pair-share, Read Aloud, Jigsaw, Guided Explorations, Projects</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ● Project- New Jersey project that includes state seal, bird, flower, animal, regions, flag, insect, tree, and etc. ● Project- Regions of NJ project- label and describe each region ● Describe the geography of New Jersey by using map, and identify and label the regions of New Jersey. ● In a project analyze the resources, agriculture, climate, industry, and physical features of each region. ● Create a graphic aid for each region and identify and label the regions of New Jersey. ● Differentiate the resources of each region. ● Analyze the resources, agriculture, climate, industry, and physical features of each region.
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Materials: Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives; (5 page state booklet)

www.superteacherworksheets.com ; www.internet4classrooms.com

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Unit Resources: (related websites, reference materials, etc.)

Textbook:

Moore School Library Resources:

The Colony of New Jersey Corinne J. Naden.

All around New Jersey Mark Stewart.

Colonial New Jersey John T. Cunningham

It happened in New Jersey (series)

Websites:

<http://www.state.nj.us/state/historykids/teachersGuide.htm>

http://www.nj.gov/state/historical/dos_his_teachers.html#2

Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
- * Class Webs
- * Presentations
- * Collaboration
- * Projects
- * Timelines
- * Rubrics
- * Chapter Tests

Curriculum Guide Grade 4

Unit 3.2: Early Settlers of NJ	Pacing: 4 weeks (approximately)
Essential Questions	Enduring Understandings
<p>Why is it important to study early people of New Jersey?</p> <p>How did the land of New Jersey shape the lives of the Lenni Lenape?</p> <p>How might culture shape aspects of peoples' lives such as where they live, the work they do, the clothes they wear, what they believe in and how they behave around others?</p> <p>What caused many European explorers to look for a sea route to Asia through the Americas?</p> <p>What impact did increased contact with European settlers have on the Delaware?</p>	<p>People who lived before us shaped our lives.</p> <p>The Lenni Lenape's rich culture was well adapted to available resources.</p> <p>European settlers and Lenni Lenape faced conflicts as their cultures collided.</p> <p>Lenni Lenape contributions can be seen throughout NJ today.</p> <p>European and Delaware cultures had different ideas about land and material goods. These differences led to conflicts.</p>
NJSLS-SS Standards	Classroom Applications
<p>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.</p> <p>6.1.4.D.1 Determine the impact of European colonization on Native</p>	<p><u>Objectives:</u></p> <p>Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p>

American populations, including the Lenni Lenape of New Jersey.

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.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

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.

Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

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.

Explain the role Governor William Livingston played in the development of New Jersey government.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Guided Explorations, Projects

Activities:

- Compare and contrast the life of the Lenni Lenape before European arrival and after.
- Write a journal entry from a Lenni Lenape's point of view about a typical day in the village.
- Create a time line of important dates in the settlement of New Jersey
- Do a project on a certain aspect of the Lenni Lenape culture. For example, student may research more information on the food of the Lenni Lenape and complete a report on the food of the Lenape.

Materials: Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CRP2. Apply appropriate academic and technical skills.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP11. Use technology to enhance productivity.

Unit Resources: (related websites, reference materials, etc.)

Textbook

- www.internet4classrooms.com
- www.lenape.org
- www.lenapelifeways.org/lenape4.htm

Moore School Library Resources:

The Colony of New Jersey Corinne J. Naden.

All around New Jersey Mark Stewart.

Colonial New Jersey John T. Cunningham

It happened in New Jersey (series)

Websites:

<http://www.state.nj.us/state/historykids/teachersGuide.htm>

http://www.nj.gov/state/historical/dos_his_teachers.html#2

Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
- * Class Webs
- * Presentations
- * Collaboration
- * Projects
- * Timelines
- * Rubrics
- * Chapter Tests

Curriculum Guide Grade 4

Unit 3.3: Modernization of NEW JERSEY	Pacing: 4 weeks (approximately)
Essential Questions	Enduring Understandings
<p>How does the economy function in New Jersey?</p> <p>What are the roles of goods and services in the economy?</p> <p>How are taxes collected and the money used?</p> <p>How do needs, wants, supply demand affect the economy?</p> <p>How has the development of transportation, communications, and manufacturing effected the development of New Jersey and its population?</p> <p>How do people from diverse backgrounds work together to address issues such as terrorism and conflicts?</p>	<p>New Jersey's economy involves various good and services which are affected by supply and demand of the product or service.</p> <p>Income and budget are functions of a consumer's spending habits.</p> <p>New Jersey's majors cities and ports have an impact on New Jersey's economy.</p> <p>Local, state, and national governments play an important part in the economy by collecting taxes to pay for services.</p> <p>The development of transportation and communications had a huge impact on the development of suburbs and cities in New Jersey.</p> <p>Terrorist acts in the world have had an impact on New Jersey and the US</p>
NJSLS-SS Standards	Classroom Applications
<p>6.1.4.B.10 Identify major cities in New Jersey as well as in the United States and the world and explain how</p>	<p><u>Objectives:</u></p> <p>Compare ways people choose to use and distribute natural resources.</p>

geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

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.

Relate advances in science and technology to environmental concerns, and to actions taken to address them.

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.

Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Guided Explorations, Projects

Materials: Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CRP2. Apply appropriate academic and technical skills.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP11. Use technology to enhance productivity.

Unit Resources: (related websites, reference materials, etc.)

Textbook: Silver Burdett Ginn New Jersey USA Grade 4

Moore School Library Resources:

The Colony of New Jersey Corinne J. Naden.

All around New Jersey Mark Stewart.

Colonial New Jersey John T. Cunningham

It happened in New Jersey (series)

Websites:

<http://www.state.nj.us/state/historykids/teachersGuide.htm>

http://www.nj.gov/state/historical/dos_his_teachers.html#2

Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
- * Class Webs
- * Presentations
- * Collaboration
- * Projects
- * Timelines
- * Rubrics
- * Chapter Tests

Curriculum Guide Grade 4

Unit 3.4: NEW JERSEY: The Road to a New Nation & Independence	Pacing: 4 weeks (approximately)
Essential Questions	Enduring Understandings
<p>What were the major views and conflicts of the Patriots and Loyalists that contributed to the Revolutionary War?</p> <p>Why was the Declaration of Independence written?</p> <p>What events preceded the Revolutionary War?</p> <p>Why was New Jersey an important battleground during the Revolutionary War?</p> <p>What is the importance of the constitution of the United States?</p> <p>Who were the important contributors on the road to independence?</p>	<p>Patriots and Loyalists were colonists with two different views.</p> <p>The Patriots wanted independence from England, and the loyalists supported England.</p> <p>The British and colonists had many conflicts, which resulted in the Revolutionary War.</p> <p>Taxation without representation was a major issue between the Colonists and the British.</p> <p>New Jersey held an important role in the Revolutionary War.</p> <p>The Declaration of Independence is a major document in America history that expresses key principles, ideas and beliefs of Americans.</p> <p>The constitution was written as a basic plan for the United States Government to follow</p>
NJSLS-SS Standards	Classroom Applications
<p>6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution.</p>	<p><u>Objectives:</u></p> <p>Determine the significance of New Jersey’s role in the American Revolution.</p>

6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.

Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

Explain the role Governor William Livingston played in the development of New Jersey government.

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.

Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Guided Explorations, Projects

Activities:

- Field trip to Trenton – Old Barracks to experience and participate in Revolutionary War-like atmosphere.
- Create a timeline of events documenting New Jersey’s involvement and major battles in war.
- Outline key points of the Constitution.
- Role play a debate contrasting the views of the colonists and loyalists.
- Field trip to Constitution Center in Philadelphia, PA.

Materials: Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, DVDs, Internet, Technology

(Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Unit Resources: (related websites, reference materials, etc.)

Textbook: Silver Burdett Ginn New Jersey USA Grade 4

Moore School Library Resources:

The Colony of New Jersey Corinne J. Naden.

All around New Jersey Mark Stewart.

Colonial New Jersey John T. Cunningham

It happened in New Jersey (series)

Websites:

<http://www.state.nj.us/state/historykids/teachersGuide.htm>

http://www.nj.gov/state/historical/dos_his_teachers.html#2

Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
- * Class Webs
- * Presentations
- * Collaboration
- * Projects
- * Timelines
- * Rubrics
- * Chapter Tests

Curriculum Guide Grade 5

Unit Plan

Grade: 5

Unit Number: Units 1, 2, 4 and 5

Course: Social Studies

Anticipated Timeframe (Number of Days): Approximately one marking period for each unit. (Length of unit will determine the time frame.)

An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
 - Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.
 - **Is aware of Amistad and the Holocaust as blended in lessons throughout the year.** <https://www.nj.gov/education/holocaust/curriculum/>
<https://www.state.nj.us/education/amistad/>

DESIRED OUTCOMES

NJSLS- Social Studies standard addressed:

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

6.2.8. A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8. A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8. A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8. A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8. A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8. B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8. B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city states and to their decline.

Reading Standards addressed:

Key Ideas and Details

1 Cite specific textual evidence to support analysis of primary and secondary sources.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

3. Identify key steps in a text's description of a process related to history/social studies

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

Craft and Structure

5. Describe how a text presents information

6. Identify aspects of a text that reveal an author's point of view or purpose

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Integration of Knowledge and Ideas

8 Distinguish among fact, opinion, and reasoned judgment in a text.

9. Analyze the relationship between a primary and. secondary source on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards and Purposes:

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Transfer Goals: Learn from the past (Ancient History) and make connections to present day. Learners will know and apply various strategies to be able to read and comprehend varieties of texts.

Enduring Understandings:

Unit 1.

Describe how historians and archaeologists use artifacts to study the past. Describe how complex cultures developed.

Unit 2

Identify the contributions of significant individuals in ancient China, Egypt and India.

Unit 4

Identify the contributions of significant individuals in ancient Greece and Rome.

Unit 5

Identify the contributions of significant individuals during the Middle Ages (feudalism). Describe life in a medieval manor village.

Essential Questions:

What can we learn from the past?

How did these cultures develop?

What challenges did these cultures face?

Learners will know:

- a. Vocabulary associated with early civilizations.**
- b. How complex cultures developed.**
- c. How climate and location affected the development of early civilizations.**

Learners Will be able to:

- a. Use several strategies to comprehend information in the text.**
- b. Demonstrate the understanding of how early cultures have influences present day cultures.**

ASSESSMENT EVIDENCE

Performance Tasks:

- Respond to open- ended questions.
- Projects

Other Evidence:

- Class notes
- Quizzes
- Tests

Authentic Assessment: You will choose a prominent figure of the time being covered in history and construct a timeline of the events in the person's life. You will include pictures of various stages of that person's life.

LEARNING PLAN

Cross-Curricular Activities:

- Writing activities.
- Art projects
- Reading assignments.

CAREER READY PRACTICES

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Technology Standards

NJSLS 8.1 and 8.2 (8.2.8.A.1, 8.2.8.B.1, 8.2.8.B.5, 8.1.8.A.5, 8.1.8.B.1)

21st Century Skills

NJSLS : 9.2.8.B.1, 9.2.8.B.2, 9.1.8.F.1, 9.1.8.E.1

**Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area):
Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy.**

Math activities incorporated throughout the day:

- **Graph assignments**
- **Map skills**

Anticipated daily sequence of activities:

- **Read**
- **Define key terms**
- **Discussions**
- **Take notes**
- **Quizzes**
- **Chapter tests**
- **Time lines**

Anticipated resources:

- **Text book (“My World”)**
- **Resources from unit binder**
- **Maps and atlases**
- **U.S. Government web sites for children**
- **Apps from Clever.com**

Differentiated Activities

Enrichment

Different Levels and Advanced Lessons

Teachers can and will devise questions that are differentiated for students to answer

ELL

Translated Vocabulary (Using Google Translate)

Translated Self Assessment (Using Google Translate) <http://www.goodtyping.com/> Spanish lessons (Teacher has to register)

Special Education

Different Levels: Teachers can and will devise questions that are differentiated for students to answer. Tactile Activities

At-Risk**(Intervention)**

Different Levels: Teachers can and will devise questions that are differentiated for students to answer. Tactile Activities

Notes and definitions:

- ***Standards*** are obtained from NJSLS standards adopted by NJDOE
- ***Transfer goals*** are long- term reasons why students should learn the information for use in their lives as adults.
- ***Enduring Understandings*** are generalized ideas that learners are to take from each unit into adulthood.
- ***Essential questions*** are to be motivational for students and provide a basis for closure at each end.
- ***Learners will know*** to describe the concepts to be learned in each chapter.
- ***Learners will be able*** to describe the skills to be performed successfully.
- ***Performance tasks*** are activities learners with undertake to demonstrate proficiency.
- ***Other evidence*** may describe self -assessments, homework review and other similar practices.
- ***Authentic assessment*** is a description of an activity the students will undertake in the unit involving application of skills and concepts learned.
- ***Anticipated daily sequence of activities*** describes the progression of daily topics detailed in lesson plans including material learned and new material to be covered.
- ***Anticipated resources*** are those required for activities during the unit.

Why might a U.S. historian study the Americas, Africa, and Europe before 1500?

Core Standards	Classroom Applications
<p>6.1.8.B.1.a 6.1.8.D.1.a</p>	<p>1. Whole Class Open/Introduction</p> <p>If YOU Were There . . . How would settling here change your way of life?</p> <p>Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.</p> <p>Consider how your life would CHANGE: could gather berries; hunt grazing animals; live in a warmer climate; travel less</p> <p>Consider how your life would STAY the same: would hunt; gather food; do many of the same activities; live with the same group of people</p> <p>2. Direct Teach Introduce the Big Idea: <i>Native American societies developed across North and South America.</i> Discuss the changes that allowed Paleo-Indians to migrate to the Americas and the Bering Land Bridge. Revisit how warmer climates created environments that supported herds of smaller animals for hunting, and how the environment impacts the way people live.</p> <p>3. Practice/Assess/Inquire Ask students to fold a piece of paper lengthways in the middle. Have them label the first column <i>Early Migrations to the Americas</i> and the second column <i>Early Civilizations of Mesoamerica and South America.</i> Have students list the main ideas of each lesson under the appropriate heading.</p> <p>4. Explore (Collaborative Exploration) Have students share the main ideas they have listed under each heading.</p> <p>5. Whole Group Close/Reflect Have students create their own maps showing where each group of early Americans settled. Students should include drawings that illustrate an aspect of each group's culture.</p>

Teaching Strategies/Materials:

	<p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><u>Career Ready Practices</u></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p>	

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

HMH Ed. Series

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Social Studies	Curriculum Guide 6th Grade
Core Content Standards	Classroom Applications
6.2.8.A.1.a 6.2.8.C.1.a 6.2.8.C.1.b 6.2.8.D.1.c 6.2.8.B.2.b 6.2.8.D.1.a 6.2.8.D.1.b	

Whole Class Open/Introduction

1. **If YOU Were There . . .** Will you join the expedition or stay behind? Why?
2. Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.
3. Consider reasons FOR joining the expedition: to have new adventures, see new places, and learn about new things
4. Consider reasons AGAINST joining the expedition: don't want to risk the dangers of ocean travel, don't want to leave home, or don't like long trips

Direct Teach Introduce the Big Idea: *Europeans explored the world, searching for new lands and new trade routes.* Discuss the Vikings as the first Europeans in North America. Explain how Prince Henry the Navigator enabled the Portuguese to start exploring the oceans and how they found a sea route to Asia.

Practice/Assess/Inquire Model for students how to create their own timelines. Start with the Viking settlement in Iceland in about AD 874. Have them complete the timelines as they work through the lesson. Timelines should include the significant events involving Prince Henry the Navigator and Portuguese exploration discussed in this lesson.

Explore (Collaborative Exploration) Ask volunteers to share information on their timelines. Use this information to create a class timeline. Have students correct and add information to their own timelines.

Whole Group Close/Reflect Have students use the information in the section to write short descriptions for each event on the timeline.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint,

Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

- The story of Skara Brae

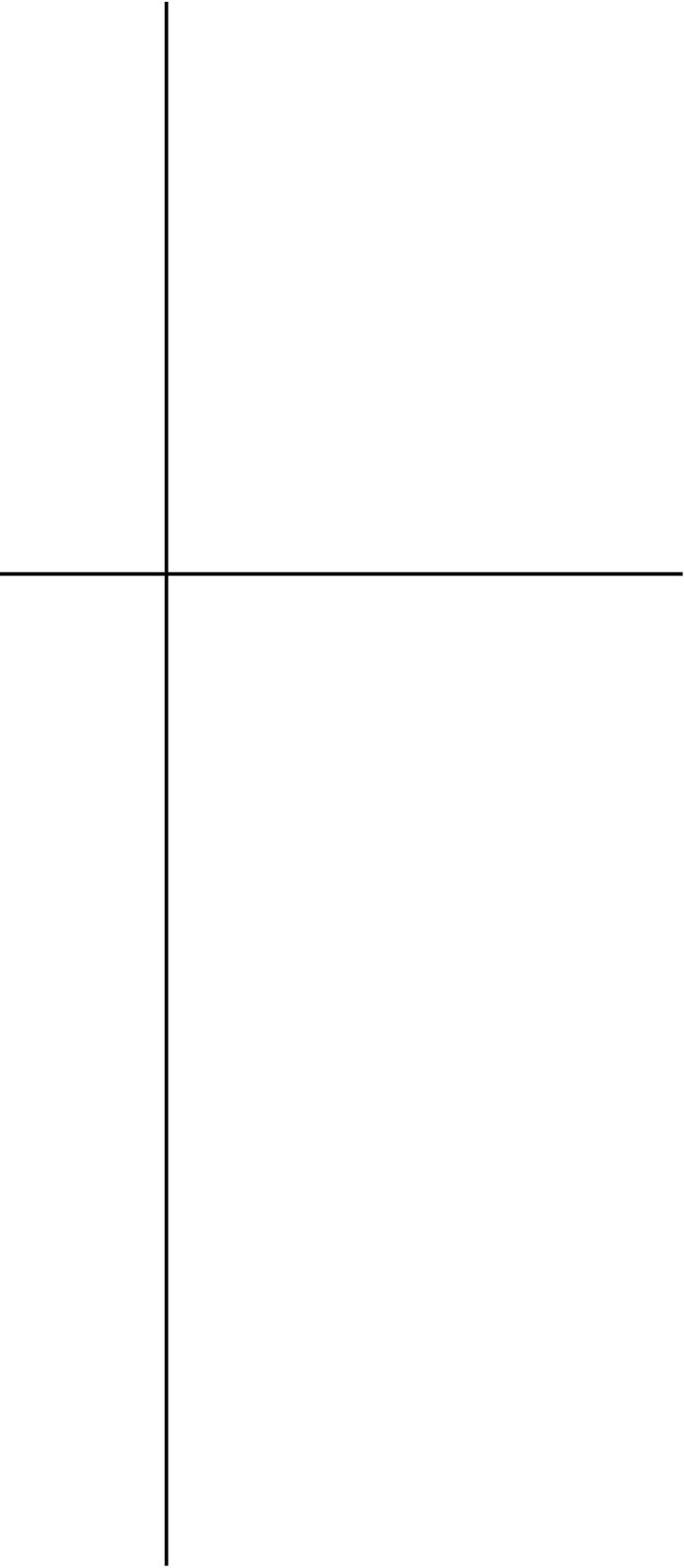
Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

Curriculum Guide Grade 6

Subject: Social Studies	Grade Level: 6th Grade
Module 3: The English Colonies Lesson 1: The Southern Colonies Lesson 2: The New England Colonies Lesson 3: The Middle Colonies Lesson 4: Life in the English Colonies	Pacing: 6 weeks (December - January)
Essential Questions	Enduring Understandings
How did the colonial experience shape America's political and social ideals?	Student will be able to identify how: <ul style="list-style-type: none">- Jamestown was the first permanent English settlement in America.- Daily life in Virginia was challenging to the colonists.- Religious freedom and economic opportunities were motives for founding other southern colonies, including Maryland, the Carolinas, and Georgia.- Farming and slavery were important to the economies of the southern colonies.- Pilgrims and Puritans came to America to avoid religious persecution.- Religion and government were closely linked in the New England colonies.- The New England economy was based on trade and farming.- Education was important in the New England colonies.

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Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP12 Work productively in teams while using cultural global competence.

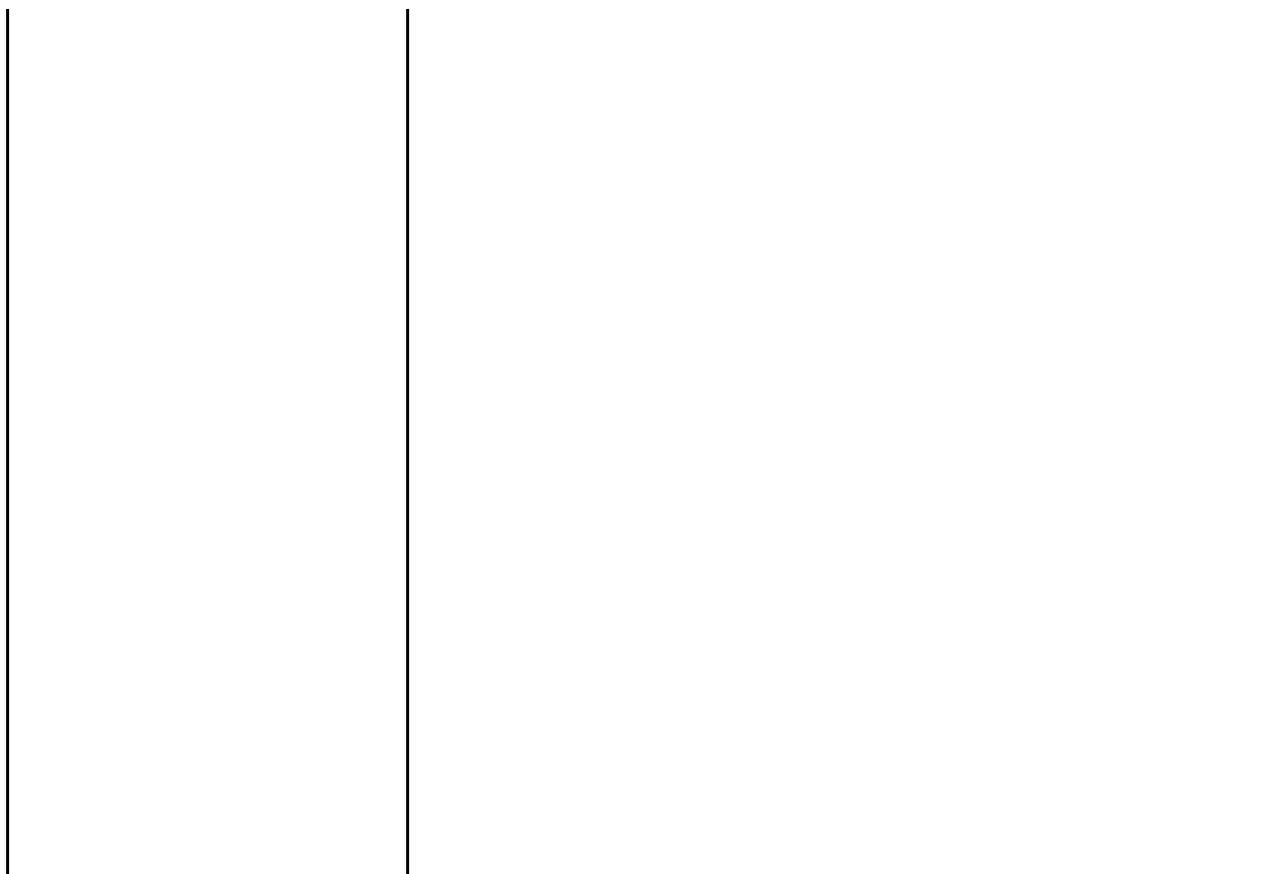
Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 6

Subject: Social Studies	Grade Level: 6th Grade
Module 4: The American Revolution Lesson 1: Conflict in the Colonies Lesson 2: The Revolution Begins Lesson 3: Declaring Independence Lesson 4: Struggle for Liberty Lesson 5: Independence!	Pacing: 6 weeks (January - March)
Essential Questions	Enduring Understandings
Why were the American Patriots willing to risk their lives for independence?	<p>Students will be able to identify how:</p> <ul style="list-style-type: none"> - The British efforts to raise taxes on colonists sparked protest. - The Boston Massacre caused colonial resentment toward Great Britain. - Colonists protested the British tax on tea with the Boston Tea Party. - Great Britain responded to colonial actions by passing the Intolerable Acts. - The First Continental Congress demanded certain rights from Great Britain. - Armed conflict between British soldiers and colonists broke out with the "shot heard 'round the world." - The Second Continental Congress created the Continental army to fight the British. - In two early battles, the army lost control of Boston but then regained it. - Thomas Paine's Common Sense led many colonists to support independence. - Colonists had to choose sides when independence was declared. - The Declaration of Independence did not address the rights of all colonists. - Many Americans supported the war effort. - The Patriots both won and lost battles during the years 1775–1777. - France and Spain helped the Patriots fight the British. - The winter at Valley Forge tested the strength of Patriot troops. - The war continued at sea and in the West. - Patriot forces faced many problems in the war in the South. - The American Patriots finally defeated the British at the Battle of Yorktown - The British and the Americans officially ended the war by signing the Treaty of Paris of 1783.



Core Standards	Classroom Applications
	<p data-bbox="597 264 1214 296">Whole Class Open/Introduction for Module 1</p> <p data-bbox="683 338 1435 407">If YOU Were There . . . Would you give up your favorite drink to join the boycott?</p> <p data-bbox="683 449 1409 625">Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.</p> <p data-bbox="683 667 1354 737">Consider reasons to JOIN: rising tea prices, political principle, peer pressure</p> <p data-bbox="683 779 1419 848">Consider reasons NOT TO JOIN: may not drink tea, may anger officials and get in trouble</p> <ol data-bbox="732 890 1435 1688" style="list-style-type: none"> 0. Direct Teach Introduce the Big Idea: <i>Tensions developed as the British government placed tax after tax on the colonies</i>. Discuss events that led to the Boston Massacre and Tea Party. Explain Britain’s response—passing the Intolerable Acts. 1. Practice/Assess/Inquire To help students understand why tensions increased over taxes in the colonies, have each student draw a colonial storefront. As they complete the lesson, have students list the acts that Britain passed and draw the products it taxed, such as tea, on their drawings. On each product, have students draw a price tag with the word <i>Tax</i> on it. 2. Explore (Collaborative Exploration) As you review the lesson’s main ideas, have students discuss the colonists’ reactions to Britain’s actions and taxes and the British reactions to the colonists’ protests. 3. Whole Group Close/Reflect Have each student design a version of the stamp, or seal, the British forced colonists to buy and then a flyer listing the items that require the stamp. <p data-bbox="683 1730 1305 1761">Whole Class Open/Introduction for Module 2</p> <p data-bbox="586 1803 1409 1835">If YOU Were There . . . What advice would you give the king?</p>

1. Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.
2. Consider reasons to SUPPORT harsher laws: to show strength, the cost of disobedience, and that the king will not back down; to maintain order and control
3. Consider reasons to OPPOSE harsher laws: might violate the colonists' rights, further anger the colonists and worsen the situation, or lead to rebellion or violence

1. **Direct Teach** Introduce the Big Idea: *The tensions between the colonies and Great Britain led to armed conflict in 1775*. Discuss the First and Second Continental Congress. Explain that the army lost control of Boston in early battles but later regained it.
2. **Practice/Assess/Inquire** Create a two-column chart for the students to see. Label the columns *British Action* and *American Reaction*. As students complete the lesson, have them copy the chart and list the British actions—and next to each one, the resulting American reactions—that led to the outbreak of the American Revolution.
3. **Explore (Collaborative Exploration)** As you review the lesson, have students share information from their charts. Use it to complete the master chart you created.
4. **Whole Group Close/Reflect** Have students choose one of the American reactions and either write a letter to the editor or create a political cartoon in support of the action.

Whole Class Open/Introduction for Module 3

If YOU Were There . . . Would you go to Canada or support the Patriots?

1. Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.
2. Consider whether to GO to CANADA: you are loyal to Great Britain and your father and want to escape the war
3. Consider whether to SUPPORT the PATRIOTS: you oppose Britain's treatment of the colonies, think the

colonies should be independent, and do not want to leave your home, mother, and brother

1. **Direct Teach** Introduce the Big Idea: *The colonies formally declared their independence from Great Britain.* Discuss Paine's *Common Sense* and the Declaration of Independence. Explain that colonists had to choose sides when independence was declared.
2. **Practice/Assess/Inquire** Have students create their own versions of the Declaration of Independence. Give each student heavy paper and colored markers. Instead of copying the text of the Declaration, have students write the main ideas stated in the document. Encourage students to illustrate the ideas.
3. **Explore (Collaborative Exploration)** As you review the lesson, ask for volunteers to explain the main ideas and ideals expressed in the Declaration.
4. **Whole Group Close/Reflect** Have each student create a political cartoon that illustrates some of the reactions to the Declaration of Independence and its failure to recognize the rights of women and enslaved African Americans.

Whole Class Open/Introduction for Module 4

If YOU Were There . . . Would you agree to spy for the Patriots?

1. Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.
 2. Consider reasons to SPY: It will give you a way to serve, be exciting, and show other Patriots that you are not a Loyalist.
 3. Consider reasons NOT to SPY: You do not want to get involved, do not think it is right, and will be killed if caught.
-
1. **Direct Teach** Introduce the Big Idea: *Patriot forces faced many obstacles in the war against Britain.* Discuss the outcomes of Patriots' battles during 1775–1777. Explain that France and Spain, as well as many Americans, supported the war effort.
 2. **Practice/Assess/Inquire** Create a two-column chart for students to see. Label the columns *Major Battles* and *Challenges*. As students complete the lesson, have them

copy the chart and complete it by listing and describing the major battles in this lesson. Then have students describe the challenges the Patriots faced at various stages.

3. **Explore (Collaborative Exploration)** As you review the lesson, have students share information from their charts.
4. **Whole Group Close/Reflect** Ask students to imagine that they are Patriot soldiers at one of the battles listed in their charts. Have them write letters home describing their impression of the battle.

Whole Class Open/Introduction for Module 5

If YOU Were There . . . Would you consider joining the fighters? Why?

1. Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.
 2. **Identify** Ask students to identify what they would have to offer the fighters. Suggestions might include an in-depth knowledge of the area, their youthful energy, and their loyalty and enthusiasm.
 3. **List** Have students think about what they might gain from joining the fighters, and have them list these things. Possible gains listed may include excitement and adventure, pride and self-esteem, new friendships and experiences.
-
1. **Direct Teach** Introduce the Big Idea: *The war spread to the southern colonies, where the British were finally defeated.* Discuss the problems that the Patriot forces faced in the South. Explain that the war ended with the Battle of Yorktown and the signing of the Treaty of Paris in 1783.
 2. **Practice/Assess/Inquire** Ask students to identify the main events in this lesson. List the responses for the class to see. Next, have each student write a newspaper headline for each event.
 3. **Explore (Collaborative Exploration)** As you review the lesson's main ideas, ask for volunteers to share some of their headlines with the class. List them for students to see. Then help students develop a list of details that might appear in articles accompanying the headlines.

4. **Whole Group Close/Reflect** Have each student select a headline and write a brief newspaper article to go with it.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops,

PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

	<p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
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Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

- CRP1 Act as a Responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP5 Consider the environmental environmental, social and economic impacts of decisions.
- CRP9 Model integrity, ethical leadership and effective management.
- CRP11 Use technology to enhance productivity.
- CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 6

Subject: Social Studies	Grade Level: 6th Grade
Module 5: Forming a Government Lesson 1: The Article of Confederation Lesson 2: The New Nation Faces Challenges Lesson 3: Creating the Constitution Lesson 4: Ratifying the Constitution	Pacing: 5 weeks (April--May)
Essential Questions	Enduring Understandings
<p>Did compromise make the U.S. Constitution stronger or weaker?</p>	<p>Students will be able to identify how:</p> <ul style="list-style-type: none"> - The American people examined many ideas about government. - The Articles of Confederation laid the base for the first national government of the United States. - The Confederation Congress established the Northwest Territory - The United States had difficulties with other nations. - Internal economic problems plagued the new nation. - Shays's Rebellion pointed out weaknesses in the Articles of Confederation. - Many Americans called for changes in the national government. - The Constitutional Convention met to improve the government of the United States. - The issue of representation led to the Great Compromise. - Regional debate over slavery led to the Three-Fifths Compromise. - The U.S. Constitution created federalism and a balance of power. - The Federalists and Antifederalists engaged in debate over the new Constitution. - The Federalist Papers played an important role in the fight for ratification of the Constitution. - Ten amendments were added to the Constitution to provide a Bill of Rights to protect citizens.

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Core Standards	Classroom Applications
	<p style="text-align: center;">Whole Class Open/Introduction for Module 5 Lesson 1</p> <p>If YOU Were There . . . How would you have voted on this issue?</p> <ol style="list-style-type: none"> 1. Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion. 2. Consider reasons to LIMIT voting: Voters should be adult citizens, educated, taxpayers, and eligible to hold political office. 3. Consider reasons to WIDEN voting: All people have rights, are equal under the law, and should have a voice because government applies to all people. <ol style="list-style-type: none"> 1. Direct Teach Introduce the Big Idea: <i>The Articles of Confederation provided a framework for a national government.</i> Discuss the American people’s ideas about government. Explain that the Articles of Confederation laid the base for the first national government, which established the Northwest Territory. 2. Practice/Assess/Inquire Organize students into groups of three. Assign each group one of the following topics: <i>Ideas about Government, Articles of Confederation, or Northwest Territory.</i> Ask students to imagine that it is the late 1700s. Have each group member create a flyer informing the American public about the group’s assigned topic. 3. Explore (Collaborative Exploration) Regroup students so that each new group includes members who worked on each topic. Have each student explain his or her flyer to the other group members.

4. **Whole Group Close/Reflect** Have each student write a letter to the editor either for or against the Articles of Confederation. Students should provide support for their positions.

Whole Class Open/Introduction for Module 5 Lesson 2

If YOU Were There . . . What would you do to protest these taxes?

1. Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.
 2. Consider COLONIAL methods: pamphlets and articles, public speeches, symbolic acts, such as boycotts or dumping tea
 3. Consider MODERN methods: petitions and letter-writing campaigns, Internet campaigns, marches and public demonstrations
1. **Direct Teach** Introduce the Big Idea: *Problems faced by the young nation made it clear that a new constitution was needed.* Discuss the internal economic problems of the United States and the difficulties it had with other nations. Explain the significance of Shays's Rebellion and how many Americans wanted changes in the national government.
 2. **Practice/Assess/Inquire** Ask students to imagine that Alexander Hamilton and James Madison have asked each of them to create a large notice to appear in U.S. newspapers announcing the Constitutional Convention. The notice should explain the weaknesses of the Articles of Confederation, the many problems that resulted, and why a Constitutional Convention is needed. The notice should also give the convention's time and place and urge all states to send delegates.
 3. **Explore (Collaborative Exploration)** Have volunteers share their notices with the class.
 4. **Whole Group Close/Reflect** Have each student create a protest sign addressing one problem with the Articles of Confederation.

Whole Class Open/Introduction for Module 5 Lesson 3

If YOU Were There . . . Why would you want to go to the Constitutional Convention?

1. Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.
2. Consider POLITICAL reasons: As a merchant, the Articles have hindered your business's growth. As a legislator, you have a vital interest in a new government. Your attendance would strengthen your standing in your state's legislature.
3. Consider SOCIAL reasons: Many important political figures will also be delegates. Attending will boost your prestige among your constituents. The convention sounds like the biggest event of the summer.

1. **Direct Teach** Introduce the Big Idea: *A new constitution provided a framework for a stronger national government.* Discuss the Constitutional Convention, Great Compromise, and Three-Fifths Compromise. Explain that the Constitution created federalism and a balance of power.
2. **Practice/Assess/Inquire** Have students create glossaries for a handbook on the Constitutional Convention. Students' glossaries should include descriptions of key individuals, major proposals and plans, significant compromises, and legal and political terms discussed in the lesson.
3. **Explore (Collaborative Exploration)** Have students share their glossaries.
4. **Whole Group Close/Reflect** Have students make flow charts showing key plans, debates, and issues that led to the Great Compromise and Three-Fifths Compromise.

Whole Class Open/Introduction for Module 5 Lesson 4

If YOU Were There . . . What rights would you want the Constitution to protect?

1. Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.
2. Consider STATES' rights: preservation of local self-government, protection from tyranny, ability to limit central power

3. Consider INDIVIDUALS' rights: life, liberty, and pursuit of happiness, privacy and security, religious freedom and tolerance, freedom of the press
 1. **Direct Teach** Introduce the Big Idea: *Americans carried on a vigorous debate before ratifying the Constitution*. Discuss how Federalists and Antifederalists debated the new Constitution. Explain the importance of the *Federalist Papers* and the Bill of Rights.
 2. **Practice/Assess/Inquire** Have each student create a flow chart for the ratification of the Constitution. Tell students to use the following as the first and last entries.
 - September 17, 1787: The Constitutional Convention approves the Constitution.
 - December 1791: States ratify the Bill of Rights.
 1. **Explore (Collaborative Exploration)** As you review the section, have students share information in their flow charts.
 2. **Whole Group Close/Reflect** Have each student write a newspaper article about one of the events in his or her flow chart.
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Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 7

Subject: Social Studies	Grade Level: 7th Grade
Unit 1: Middle Ages/Feudalism	Pacing: 3 weeks (September)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> -Who decides on the structure of the government? -Are people always interdependent? -What is a government's role? -What happens to society when the basic needs of people are met? -How does travel influence society and people lives. -Can a single event change history? -What is the Bubonic Plague and its effect on culture and science? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -People will create organizational structures to address their basic needs. -It is the role of the government to provide military protection. -Trade and travel increased as people began to feel more secure in the Middle Ages. -Exposure to new Knowledge drives change. -When Europe experienced a major decline in population, the surviving people became more valuable. -Advances in weapons changed war.

Core Standards	Classroom Applications
<p>6.1.8.A.1.a</p> <p>6.2.8.A.4.b</p> <p>6.2.8.A.4.c</p> <p>6.2.8.B.4.a</p> <p>6.2.8.B.4.b</p> <p>6.2.8.B.4.d</p> <p>6.2.8.B.4.f</p> <p>6.2.8.C.4.a</p> <p>6.2.8.C.4.b</p> <p>6.2.8.D.4.a</p> <p>6.2.8.D.4.b</p> <p>6.2.8.D.4.c</p> <p>6.2.8.D.4.d</p> <p>6.2.8.D.4.e</p> <p>6.2.8.D.4.f</p> <p>6.2.8.D.4.g</p>	<p><u>Objectives:</u></p> <p>Students will independently be able to use their skills to:</p> <ol style="list-style-type: none"> 1. Analyze the causes of the rebirth of ideas in Italy. 2. Summarize how how art changed during the Renaissance. 3. Observe the effect of the printing press on the spread of ideas. 4. Describe the contributions of Copernicus, Galileo, and Newton. 5. Evaluate the effectiveness of Feudalism in 6. addressing the the needs of society during the Middle Ages. 7. Analyze the change from Manors to Towns and its importance. 8. Evaluate the role of religion in Medieval life and government. 9. Research and examine Middle Ages Era through various media formats. 10. Identify and describe the social structure of the feudal system. 11. Discuss Heraldry 12. Investigate and explain the Black Plague causes and effects. 13. Identifying the role of the Church in the Middle Ages. 14. Analyzing the differences between manors and feudal towns, and describe the growth of cities.

15. Describe the shift of power away from the church.

16. Analyze how knowledge led to advancements during the Middle Ages.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

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CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities

- Response Sheets
- Observations, Questioning, and discussions
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 7

Subject: Social Studies	Grade Level: 7
Unit 2: Renaissance /Reformation	Pacing: 3 weeks (September-October)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> -How do beliefs shape a culture? -How does prosperity enable a society to change? -Can an individual make a difference? -How does change in technology change the lives of people and society? -Are modern societies more civilized than ancient or medieval ones? -How and why do beliefs change? -How is power gained, used, and justified? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -Only when human thought is valued can beliefs be changed. - When society has more than enough to meet its needs it begins to be open to new ideas. -Inventions such as the printing press made more written primary sources available to people. -Thinking differently can lead to criticism from others. -The Church's use of power (abuse) led some people to question their beliefs and wanted change. -During the Renaissance people rediscovered art and learning and advanced it.

Core Content Standards	Classroom Applications
<p>6.1.8.A.1.a</p> <p>6.2.8.B.4.a</p> <p>6.2.8.b.4.b</p> <p>6.2.8.b.4.e</p> <p>6.2.8.c.3.a</p> <p>6.2.8.a.4.a</p> <p>6.2.8.d.4.a</p> <p>6.2.8.D.4.g</p>	<p><u>Objectives:</u></p> <p>Students will be able to independently use their learning to...</p> <p>-Analyze how the growth of wealthy city-states led to a rebirth of arts and learning called the Renaissance.</p> <p>-Summarize advances in technology, literature, art, and science which derived from humanist beliefs and rediscovery of classical ideas.</p> <p>-Examine how efforts to reform the Roman Catholic Church led to changes in society and creation of new religions.</p> <p>Students will be skilled at...</p> <p>-Explaining how the Renaissance represented a break with thinking of the Middle Ages and was the beginning of Modern Times.</p> <p>-Examine key contributors / figures of the Renaissance.</p> <p>-Analyze the rediscovery of classical ideas and how they led to advances in Renaissance Arts and Learning.</p> <p>-Analyze how religious intolerance of the Reformation and modern world intolerance are similar.</p> <p>-Examine the basic ideas that began the Reformation in Europe.</p>

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

11. -UDL Choice Board
12. -Create Plague Headline
13. -Video and Primary Source Research
14. -Simulation Writing Piece
15. -Evaluate Primary Document / Magna Carta

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

Curriculum Guide Grade 7

Subject: Social Studies	Grade Level: 7th Grade
Unit 3: Sub-Saharan Africa/North Africa	Pacing: 2 weeks (October)
Essential Questions	Enduring Understandings
<p>-What various cultural groups ruled Africa over time and over what areas of Africa?</p> <p>-How did contact with the Middle East and different cultures affect Africa's geography?</p> <p>-How did Africa's culture and geographical landscape transform over time through colonization?</p> <p>-What is colonization?</p> <p>-How can conflict arise when colonization occurs?</p> <p>-How did the struggle for independence impact the development of African nations?</p>	<p>Students will understand that...</p> <p>Differences Cultural lifestyles in Africa have influenced its colonization and affect its makeup of geography, people, languages, government, and social community.</p>

Core Standards	Classroom Applications
<p>6.1.8.A.1.a</p> <p>6.2.8.A.3.b</p> <p>6.2.8.A.4.a</p> <p>6.2.8.C.3.a</p> <p>6.2.8.D.3.d</p> <p>6.2.8.A.4.a</p> <p>6.2.8.B.4.a</p> <p>6.2.8.B.4.b</p> <p>6.2.8.B.4.c</p> <p>6.2.8.B.4.d</p> <p>6.2.8.B.4.f</p> <p>6.2.8.C.4.b</p> <p>6.2.8.D.4.a</p> <p>6.2.8.D.4.g</p>	<p><u>Objectives:</u></p> <p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> -Determine how geography impacted the development of the African nations over time. -Evaluate the colonization on African countries and its effect on culture. -Compare and contrast the diversity of the people on the African continent. -Evaluate the influence of African nations on the United States throughout history. <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p>

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 7

Subject: Social Studies	Grade Level: 7th Grade
Unit 4: Exploration	Pacing: November-December
Essential Questions	Enduring Understandings
<p>-What were the motivations behind European exploration?</p> <p>-What regions of the Americas were impacted by European exploration?</p> <p>-What led to conflicts between explorers and indigenous people?</p> <p>-What are the benefits and costs of nations becoming involved in one</p>	<p>Students will understand that...</p> <p>European nations competed with each other to expand their empires.</p> <p>-Individual explorers and nations were motivated to claim land for different reasons. (Gold, God, Glory)</p> <p>-Cultural differences often led to misconceptions and conflicts between civilizations (Native and European)</p> <p>-Exploration still exists in the modern world.</p>

<p>another's affairs?</p> <p>-How do motivations for exploration compare with present day desires to understand space and the oceans?</p>	
Core Standards	Classroom Applications
<p>6.1.8.B.1.b</p> <p>6.1.8.C.1.a</p> <p>6.1.8.C.1.b</p> <p>6.1.8.D.1.c</p>	<p><u>Objectives:</u></p> <p>Students will independently be able to use their skills to:</p> <ol style="list-style-type: none"> 1. Students will be able to independently 2. use their learning to... 3. -Analyze how European exploration 4. expanded global economic and cultural 5. exchange into the Western Hemisphere. 6. Students will be skilled at... 7. -Identifying reasons for Europeans to explore

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 7

Subject: Social Studies	Grade Level: 7th Grade
Unit 5: Colonization of the Americas	Pacing: 4 weeks (January)
Essential Questions	Enduring Understandings
<p>- Why did Britain want to establish colonies in the Americas?</p> <p>-What challenge did the first English colonies in America face?</p> <p>-Why were towns and villages important to New England life?</p> <p>-Why did the colony of New Netherlands</p>	<p>Students will understand that...</p> <p>- English colonies took shape in various ways for various reasons.</p> <p>-English settlers dealt with starvation due to lack of preparation and organization while establishing the colony of Virginia</p> <p>-England believed a nation became stronger though strict control over colonial trade</p> <p>-African slaves were brought against their will to fill the need for farm workers</p> <p>-towns were areas of cultural influence and education</p> <p>-the Great Awakening led to a greater desire for democratic government amongst colonists.</p>

become the colony of New York?

-What was life like in the Middle Colonies?

-What two ways of life developed in Southern Colonies?

-Why did England want to regulate colonial trade?

What class differences existed in colonial society?

Why did the slave trade grow in the 1700's?

How were the colonies

<p>affected by new ideas?</p> <p>How did the colonists educate their children?</p> <p>How did the Great Awakening affect the colonies?</p>	
Core Standards	Classroom Applications
<p>6.1.8.C.1.b</p> <p>6.1.8.D.1.b</p> <p>6.1.8.D.1.c</p> <p>6.1.8.A.2.a</p> <p>6.1.8.A.2.b</p> <p>6.1.8.A.2.c</p> <p>6.1.8.B.2.a</p> <p>6.1.8.B.2.b</p> <p>6.1.8.C.2.a</p> <p>6.1.8.C.2.b</p> <p>6.1.8.C.2.c</p>	<p><u>Objectives:</u></p> <p>Students will independently be able to use their skills to:</p> <ol style="list-style-type: none"> 1- Explain why England wanted to establish colonies in North America. 2- Describe the experience of the settlers who founded the first permanent English colony in Jamestown. 3- Explain how the Pilgrims managed to survive the first years in the Plymouth colony. 4- Describe the geography and climate in the middle colonies. 5- Describe the early history of New York and New Jersey. 6- Explain how Pennsylvania and Delaware were founded. 7- Explain how the middle colonies change in the 1600's and early 1700s. 8- Describe the geography and climate of the southern colonies. 9- Describe the early history of Virginia.

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| | <p>10- Explain how Maryland, the Carolinas, and Georgia were founded.</p> <p>11- Identify the factors that produced a the tidewater and backcountry ways of life.</p> <p>12- Explain how English political traditions influenced the 13 colonies.</p> <p>13- Describe the responsibilities of early colonial governments.</p> <p>14- Identify John Peter Zenger's role in establishing the freedom of the press.</p> <p>15- Understand the Navigation Acts affected the colonies' economy.</p> <p>16- Learn about life on a colonial farm.</p> <p>17- Describe the roles of men, women, and children of colonial America.</p> <p>18- List the class differences that existed in colonial society.</p> <p>19- Describe the conditions under which enslaved Africans came to the Americas.</p> <p>20- Explain why slavery became part of the colonial economy.</p> <p>21- Identify the restrictions placed on enslaved Africans in the colonies.</p> <p>22 - Describe how African culture influenced American Culture.</p> <p>23 - Describe the education colonial children received.</p> <p>24 - Explain how the Great Awakening affected the colonies.</p> <p>25 - Explain how the colonies were affected by new ideas.</p> |
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Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 7

Subject: Social Studies	Grade Level: 7th Grade
Unit 6: Revolutionary Era	Pacing: 6 weeks (February-March)
Essential Questions	Enduring Understandings
<p>-How did the rivalry of Britain and France lead to war in North America?</p> <p>-What were the main results of the Treaty of Paris of 1763?</p> <p>-How did the colonists react to new taxes imposed by Parliament?</p> <p>-What events led to the Boston Massacre?</p>	<p>Students will understand that...</p> <p>-the dispute between Britain and France led to territorial conflicts in America.</p> <p>-the Treaty of Paris ended the French and Indian War and transferred French territory to England.</p> <p>- colonists' opposed of the new taxes and revolted against British government.</p> <p>- that Britain ignored Congress' attempts at peaceful resolutions to their disputes.</p> <p>-the Declaration stated that the colonists felt the tyrannical treatment by the King and Parliament obligated them to separate and form their own United States of America.</p> <p>-what events led to the first battle of the Revolutionary War.</p>

<p>-How did the Intolerable Acts unite people in the colonies?</p> <p>-Why did fighting break out at Lexington and Concord?</p> <p>-How did Congress struggle between peace and war with Britain?</p> <p>-What are the main ideas of the Declaration of Independence?</p> <p>-How did the Battle of Saratoga mark a turning point in the war.</p>	<p>-African Americans and women played vital roles in fighting for and providing support for the U.S. effort.</p> <p>-the combined American and French forces surrounded the British on land and at sea causing them to surrender.</p> <p>-the Treaty of Paris ended the Revolutionary War and recognized the U.S. as an independent nation.</p>
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<p>-What role did African Americans and women play in the war?</p> <p>-How did the Americans and French defeat the French at the Battle of Yorktown?</p> <p>-What were the terms of the Treaty of Paris?</p>	
Core Standards	Classroom Applications
<p>6.1.8.D.2.a</p> <p>6.1.8.D.2.b</p> <p>6.1.8.B.3.a</p> <p>6.1.8.B.3.c</p> <p>6.1.8.B.3.d</p> <p>6.1.8.C.3.a</p> <p>6.1.8.D.3.a</p> <p>6.1.8.D.3.d</p> <p>6.1.8.D.3.e</p> <p>6.1.8.D.3.f</p>	<p><u>Objectives:</u></p> <p>Students will independently be able to use their skills to:</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p>

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 7

Subject: Social Studies	Grade Level: 7th Grade
Unit 7: New Republic	Pacing: 4 weeks (March-April)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> - What were the weaknesses of the Articles of Confederation? -What events led Americans to call for changes to the Articles of Confederation? -What compromises did the delegates have to reach before the Constitution could be signed? -What were the key issues in the debate between the Federalists and the Anti-federalists? -Why was the Bill of Rights added to the Constitution? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -the Articles of Confederation did not allow the new government to impose taxes, raise a standing army, or to act as a unified nation. - disputes between states and events such as Shay’s Rebellion led the government rethinking the laws and framework of the new nation. -that delegates had to compromise over the citizenship of slaves and dominance of large states over small states in writing a new Constitution. -that Federalists supported the new Constitution and Anti-Federalists believed the new Constitution gave the government too much power and did not include individual rights of citizens. - the Bill of Rights was added to protect the rights of citizens -president Washington set precedents that are still followed today in establishing cabinets and federal court system.

<p>-What steps did Washington take to make the new government work?</p> <p>-What was Hamilton's plan to reduce the nation's debt and rebuild the economy?</p> <p>-Why did political parties develop?</p> <p>-How did John Adams handle conflict with France?</p> <p>-How did the Alien and Sedition Acts raise the issue of the rights of states?</p> <p>-What role did Congress play in the election of 1800.</p>	<p>-Hamilton established a three step plan to establish a new economic system.</p> <p>-political parties formed out of the differences of opinions about state and federal government.</p> <p>-that John Adams remained neutral in respect to the conflict with France.</p> <p>-Thomas Jefferson declared that states can nullify a law passed by federal government if they feel it is unconstitutional.</p> <p>-Congress had to vote to decide the winner of the election.</p>
<p>Core Standards</p>	<p>Classroom Applications</p>
<p>6.1.8.A.2.b</p> <p>6.1.8.A.3.a</p> <p>6.1.8.A.3.b</p> <p>6.1.8.A.3.c</p>	<p><u>Objectives:</u></p> <p>Students will independently be able to use their skills to:</p> <p>-understand that the Articles of Confederation did not allow the new government to impose taxes, raise a standing</p>

<p>6.1.8.A.3.d</p> <p>6.1.8.A.3.e</p> <p>6.1.8.A.3.f</p> <p>6.1.8.A.3.g</p> <p>6.1.8.B.3.b</p> <p>6.1.8.C.3.b</p> <p>6.1.8.C.4.a</p> <p>6.1.8.D.3.b</p> <p>6.1.8.D.3.c</p> <p>6.1.8.D.3.g</p>	<p>army, or to act as a unified nation, and discuss what steps the founders took to make the necessary changes.</p> <p>- understand that the the disputes between states and events such as Shays Rebellion led the government to rethink the laws and framework of the new nation, and discuss why a sovereign nation needs to be able to enforce its laws.</p> <p>-understand that delegates had to compromise over the citizenship of slaves and dominance of large states over small states in writing a new Constitution, in order to show understanding of the compromises that were made for all the delegates to accept the Constitution.</p> <p>-understand that the Federalists supported the new Constitution and Anti-Federalists believed the new Constitution gave the government too much power and did not include individual rights of citizens. Students will be able to discuss how the Federalist papers convinced many to accept the Constitution</p> <p>-understand that the Bill of Rights was added to protect the rights of citizens, and to discuss how these same rights affected citizens of that era as well as our modern nation.</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>
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Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 7

Subject: Social Studies	Grade Level: 7th Grade
Unit 8: The Jeffersonian Age	Pacing:
Essential Questions	Enduring Understandings
<p>- What actions did Jefferson take to reduce the power of the federal government ?</p> <p>-How did the United States purchase Louisiana?</p> <p>-What were the results of the expedition of Lewis and Clark?</p> <p>-How did the British and French</p>	<p>Students will understand that...</p> <p>-Jefferson cut the federal budget and reduced the federal debt.</p> <p>-the United States negotiated with France to purchase Louisiana.</p> <p>-Lewis & Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries.</p> <p>-the British and French seized American trade ships on the Atlantic</p> <p>-an embargo was imposed because the US did not have the resources to fight.</p> <p>-the War Hawks wanted to gain lands in Canada.</p> <p>- Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers.</p>

<p>violate the neutrality of American shipping?</p> <p>-Why did Jefferson decide to impose an embargo?</p> <p>-Why did the War Hawks push for war against Britain?</p> <p>-What led the US to declare war on Britain in 1812?</p> <p>-What did the United States and Britain agree to in the Treaty of Ghent?</p>	<p>-the British agreed to move troops out of the west and to stop violating U.S. neutrality.</p>
Core Standards	Classroom Applications

Objectives:

6.1.8.A.4.a

Students will independently be able to use their skills to:

6.1.8.B.4.a

	<ul style="list-style-type: none">-explain why Jefferson cut the federal budget and reduced the federal debt, and compare it to modern financial situations -recognize and explain why the United States negotiated with France to purchase Louisiana. -identify and describe why Lewis & Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries. -identify and assess why the British and French seized American trade ships on the Atlantic -why an embargo was imposed on foreign nations, and discuss why the US did not have the resources to fight. -explain and discuss why the War Hawks wanted to gain lands in Canada. - determine why Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers. -determine why the British agreed to move troops out of the west and to stop violating U.S. neutrality
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Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 8

Subject: Social Studies	Grade Level: 8th Grade
Unit 1: The Jeffersonian Age	Pacing: 4 weeks (September-October)
Essential Questions	Enduring Understandings
<p>- What actions did Jefferson take to reduce the power of the federal government ?</p> <p>-How did the United States purchase Louisiana?</p> <p>-What were the results of the expedition of Lewis and Clark?</p> <p>-How did the British and French</p>	<p>Students will understand that...</p> <p>-Jefferson cut the federal budget and reduced the federal debt.</p> <p>-the United States negotiated with France to purchase Louisiana.</p> <p>-Lewis & Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries.</p> <p>-the British and French seized American trade ships on the Atlantic</p> <p>-an embargo was imposed because the US did not have the resources to fight.</p> <p>-the War Hawks wanted to gain lands in Canada.</p> <p>- Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers.</p>

violate the neutrality of American shipping?

-Why did Jefferson decide to impose an embargo?

-Why did the War Hawks push for war against Britain?

-What led the US to declare war on Britain in 1812?

-What did the United States and Britain agree to in the Treaty of Ghent?

-the British agreed to move troops out of the west and to stop violating U.S. neutrality.

Core Standards	Classroom Applications
<p>6.1.8.B.3.a</p> <p>6.1.8.D.3.a</p> <p>6.1.8.A.4.a</p> <p>6.1.8.B.4.a</p>	<p><u>Objectives:</u></p> <p>Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> -explain why Jefferson cut the federal budget and reduced the federal debt, and compare it to modern financial situations -recognize and explain why the United States negotiated with France to purchase Louisiana. -identify and describe why Lewis & Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries. -identify and assess why the British and French seized American trade ships on the Atlantic -why an embargo was imposed on foreign nations, and discuss why the US did not have the resources to fight. -explain and discuss why the War Hawks wanted to gain lands in Canada. - determine why Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers. -determine why the British agreed to move troops out of the west and to stop violating U.S. neutrality

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 8

Subject: Social Studies	Grade Level: 8th Grade
Unit 2: The Nation Grows and Prospers	Pacing: 3 weeks (October)
Essential Questions	Enduring Understandings
<p>-What was the Industrial Revolution, and how did it take hold in the United States?</p> <p>-What was daily life like in early factories?</p> <p>-What impact did the Industrial Revolution have on American cities?</p> <p>-How did Americans improve transportation in the early 1800s?</p> <p>-How did congress help American industry after the war of 1812?</p> <p>-What was the purpose of the Monroe Doctrine?</p>	<p>Students will understand that...</p> <p>-the industrial revolution was the development of mills and factories caused by the harnessing of natural power.</p> <p>-daily life in factories was long, unsafe, and inhumane.</p> <p>-many major and current US cities grew up around the factories that people moved to work in.</p> <p>-Americans used the technology created in the industrial boom to create new modes of transportation.</p> <p>-congress helped industry grow by lending money to businesses and restoring order to the nation's money supply.</p> <p>- the Monroe Doctrine was a political point of view adopted by the US in 1820 that stated the US would stay out of European affairs, and would not tolerate any new colonies being creating in the western hemisphere.</p>

Core Standards	Classroom Applications
<p>6.1.8.A.4.a</p> <p>6.1.8.A.4.c</p> <p>6.1.8.B.4.b</p> <p>6.1.8.C.4.a</p> <p>6.1.8.C.4.b</p> <p>6.1.8.C.4.c</p> <p>6.1.8.D.4.a</p>	<p><u>Objectives:</u></p> <p>Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> - compare and contrast the factory life from the days of the industrial revolution with the current ones operating in our modern society - assess the daily life in factories during the early industrial era, and determine the inherent dangers that factory workers were exposed to. - identify the cause of the growth of industrial cities, and the effect the dense populations had on the lives of the people living in them. - determine how the rise of industry led to the development of advanced modes of transportation and the effect they had on trade within the United States. - determine why congress helped industry grow by lending money to businesses and assess the benefits that was created for our nation's trade. - compare the US government's public position as stated within the Monroe Doctrine, and contrast it with the financial desires that drove the US to keep foreign nations from establishing themselves in the western hemisphere.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities

- Response Sheets
- Observations, Questioning, and discussions
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 8

Subject: Social Studies	Grade Level: 8th Grade
Unit 3: Jacksonian Era	Pacing: 5 weeks (November-December)
Essential Questions	Enduring Understandings
<p>-How did technology lead to American growth and development?</p> <p>-How did the United States strengthen its relationship with Latin America?</p> <p>-What was the Missouri Compromise and how did it settle an important regional conflict?</p> <p>-What political factors created a controversy during the elections of 1824?</p> <p>-What factors caused democracy to spread in America during the 1820s?</p>	<p>Students will understand that...</p> <p>-the rising costs of commodities, and greater ease of movement along US waterways encouraged, and allowed US citizens to move west of the Mississippi.</p> <p>-the US position toward European involvement, known as the Monroe Doctrine, increased US relations with burgeoning Latin American nations.</p> <p>-the Missouri Compromise briefly settled the growing controversy over free and slave states admittance into the Union.</p> <p>-political patronage, and party alliances within the US congress decision over the election of 1824 created a controversy that hung over John Quincy Adams presidency.</p> <p>-the US congress decision to expand the right to vote to a broader base of citizens was brought on by the motivations of political parties.</p>

<p>-How did the election of Jackson in 1828 mark a change in American politics?</p> <p>-What controversies surrounded Jefferson's presidency?</p>	<p>-the movement toward greater democracy and creation of a second party system marked a major change in US politics during Jackson's administration.</p> <p>-controversies such as the National Bank controversy, the debate over tariffs, and Indian Removal marred the presidency of Andrew Jackson.</p>
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Core Content Standards	Classroom Applications
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<p>6.1.8.A.4.a</p> <p>6.1.8.A.4.c</p> <p>6.1.8.B.4.b</p> <p>6.1.8.C.4.a</p> <p>6.1.8.D.1.b</p> <p>6.1.8.C.5</p>	<p><u>Objectives:</u></p> <p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> - apply their knowledge of economics to the political reasons for the lowering land costs in the US territories. - determine whether or not the Monroe Doctrine truly was in support of burgeoning Latin nations, or an attempt at increasing US trade with said nations. -compare and contrast the patronage involved against the congressional bias in voting that determined JQ Adams election in 1824. -provide supporting details that prove that the US congress expanded the vote to the common man in exchange for votes. - Describe Andrew Jackson's victory in the election of 1828. - Describe the culture of Native Americans in the Southeast. - Describe the conflict over land occupied by Native Americans in the Southeast. - Discuss the forced removal of Native Americans. - Describe the disagreement over the Bank of the United States. - Discuss the differing viewpoints on the balance of federal powers. - Explain why South Carolina threatened to secede from the Union. - Describe the economic crisis that began in 1837.
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Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

1. -UDL Choice Board
2. -Create Plague Headline
3. -Video and Primary Source Research
4. -Simulation Writing Piece
5. -Evaluate Primary Document / Magna Carta

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

Curriculum Guide Grade 8

Subject: Social Studies	Grade Level: 8th
Unit 3: Westward Expansion	Pacing: 6 weeks (December-February)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> - Why did many US citizens choose to settle in Oregon Country? -How did Christian missionaries help to increase western expansion? -Why did Americans settle in Mexican Texas? -What led to the siege at the Alamo? -What was the Lone Star Republic and how was it created? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -the land agreement between the US and Britain, inexpensive land, and the promise of new jobs lead to resettlement in the Oregon country. -Christian missions desire to convert the Natives in the western territories lead to increased western expansion -the promise of inexpensive land led many US citizens to resettle in Mexican Texas. -controversy over citizenship requirements, and Santa Anna's lust for power led to the siege at the Alamo. -the Lone Star Republic was the independent state of Texas, and was created after the Texans victory over Santa Anna's forces in 1836. -disagreements over the ownership of Texas, and disagreements between the US and Mexican border led to the Mexican/American War.

<p>-What led to the Mexican/American War?</p> <p>-What was the US strategy for victory over Mexico in Mexican/American War?</p> <p>-How did the Mormons' resettlement lead to greater Westward Expansion?</p> <p>-What led to massive population increase in California beginning in 1848?</p> <p>-How was a diverse population created on the US western coast?</p> <p>-</p>	<p>-the US strategy for victory over Mexico was a multi pronged attack, coupled with a revolution by US settlers within the mexican state of California.</p> <p>-the Mormons ostracization in the east led to their resettlement in the Utah territory, and encouraged further western resettlement.</p> <p>-the discovery of gold at Sutter's Mill California in 1848 led to increased immigration from all over the world.</p> <p>-the massive influx of foreign settlers to California due to the gold rush greatly increased America's cultural diversity.</p>
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Core Content Standards	Classroom Applications
<p>6.1.8.B.1.a</p> <p>6.1.8.CS4</p> <p>6.1.8.B.4.a</p> <p>6.1.8.A.4.b</p>	<p><u>Objectives:</u></p> <p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> - Identify the destinations of settlers heading west in the early 1800's. - Describe the unique culture of the Southwest. - Explain the meaning of Manifest Destiny. - Explain how traders and fur trappers helped open the West. - List the reasons pioneers traveled along the Oregon Trail and describe the hardships they faced. - Discuss the issues for women, Native Americans, and new settlers in the West. - Explain how Texas became independent from Mexico. - Discuss the issues involved in annexing Texas and Oregon. - Summarize the main events in the Mexican American War. - Explain how the United States achieved Manifest Destiny. - Explain why the Mormons settled in Utah and the issues that divided Mormons and the federal government. - Discuss the effects of the 1849 California gold rush. - Describe how California's population had changed 1850. <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p>

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

6. -UDL Choice Board
7. -Create Plague Headline
8. -Video and Primary Source Research
9. -Simulation Writing Piece
10. -Evaluate Primary Document / Magna Carta

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

Curriculum Guide Grade 8

Subject: Social Studies	Grade Level: 8th
Unit 4: Antebellum	Pacing: 7 weeks (February-March)
Essential Questions	Enduring Understandings
<p>-How did political and agricultural influences lead to increased immigration to the US beginning in the 1840s?</p> <p>-What circumstances shaped life in the North?</p> <p>-How did the cotton gin lead to increased industry in the North and in the South?</p> <p>-What was life like for free African Americans and white southerners before the Civil War?</p> <p>-What was life like for enslaved Africans in the South?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> - revolution and famine led to increased immigration from Germany and Ireland to the United States. -worsening factory conditions led to significant changes in the quality of life in cities throughout the North. -increased cotton production led to increased factory production in the North and need for slaves in the South. -African Americans' had highly restricted lives compared to their white counterparts. -enslaved Africans had restrictive slave codes, were seen as property, and held no rights of citizens. -Abolitionists attempted to outlaw slavery through publications and public speaking. -the Compromise of 1850 kept the number of free states and slave states equal and outlawed the sale of slaves in Washington D.C. and reinforced the Fugitive Slave Act.

<p>-How did abolitionists affect slavery?</p> <p>-How did the Compromise of 1850 change the slave laws of the United States?</p> <p>-How did popular sovereignty lead to bloodshed in Kansas?</p> <p>-How did the Dred Scott decision lead to increased tensions over the issue of slavery?</p> <p>-Why did the election of Abraham Lincoln lead to South Carolina seceding from the Union?</p>	<p>-independent vote over slave-state status in Kansas caused conflict amongst citizens.</p> <p>-the Supreme Court's ruling that slaves were property caused an uproar amongst citizens who feared that slavery would be allowed in any state.</p> <p>-the election of Abraham Lincoln, who was against the expansion of slavery, convinced many southerners that he would outlaw slave and cause South Carolina to be the first state to secede from the Union.</p>
<p>Core Content Standards</p>	<p>Classroom Applications</p>
<p>6.1.8.D.4.b</p> <p>6.1.8.D.5.a</p> <p>6.1.8.C.3.c</p> <p>6.1.8.CS4</p> <p>6.1.8.D.4.c</p>	<p><u>Objectives:</u></p> <p>Students will be able to independently use their learning to...</p> <p>-Explain why conflict arose over the issue of slavery in the territories after the Mexican-American War.</p> <p>- Identify the goal of the Free Soil Party.</p> <p>- Describe the compromise Henry Clay proposed to settle the issues that divided the North and South.</p>

- Summarize the main points of the Compromise of 1850.

- Describe the impact of Uncle Tom's Cabin.

Explain how the Kansas-Nebraska Act reopened the issue of slavery in the territories.

-Describe the effect of the Kansas-Nebraska Act.

-Explain why the Republican Party came into being in the 1850s.

-Summarize the issues involved in the Dred Scott decision.

- Identify Abraham Lincoln's and Stephen Douglas's views on slavery.

-Describe the differing reactions in the North and the South to John Brown's raid.

-Describe the results of the election of 1860.

-Explain why southern states seceded from the Union.

-Summarize the events that led to the outbreak of the Civil War.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

11. -UDL Choice Board

12. -Create Plague Headline

13. -Video and Primary Source Research

14. -Simulation Writing Piece

15. -Evaluate Primary Document / Magna Carta

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

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CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (*related websites, reference materials, etc.*)

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

Curriculum Guide Grade 8

Subject: Social Studies	Grade Level: 8th Grade
Unit 5: Civil War	Pacing: 6 weeks (April-May)
Essential Questions	Enduring Understandings
<p>- What led to eleven US states seceding from the Union and forming the Confederate States of America?</p> <p>-Who were the key political and military leaders within the US and Confederate States of America during the Civil War?</p> <p>-What were the North and the South's strategies for victory?</p> <p>-What were some of the key battles of the war?</p> <p>-How did the Emancipation Proclamation create</p>	<p>Students will understand that...</p> <p>-many states disagreed with Lincoln's views on slavery.</p> <p>-Abraham Lincoln and Jefferson Davis as Presidents, and Robert E. Lee and Ulysses S. Grant as Generals of the Southern and Northern Armies, respectively, were key players in the Civil War.</p> <p>-the northern strategy for victory was to form a blockade of all southern ports and the southern strategy was to show the northern population that they would keep fighting until the North surrendered.</p> <p>-key battles of the Civil War included Bull Run, Shilo, Antietam, Gettysburg, and Vicksburg.</p> <p>-the Emancipation Proclamation freed all slaves within states in rebellion, thus giving the Union army another cause to fight.</p>

<p>another goal for northern victory during the War?</p> <p>-Why was the Battle of Gettysburg a turning point in the War?</p> <p>-What was Grant's plan for victory?</p> <p>-What brought an end to the Civil War?</p>	<p>-the Battle of Gettysburg was a turning point in the war because after that the North would never lose another major battle, and the South would never have the resources to invade the North again.</p> <p>-Grant's plan for total victory was to wage "total war" on the military, industry, and population of the South.</p> <p>-After the nearly year long siege at Petersburg the Army of Northern Virginia was greatly reduced, and surrendered after being pursued by the Union Army.</p>
Core Standards	Classroom Applications
<p>6.1.8.CS5</p> <p>6.1.8.A.5.a</p> <p>6.1.8.B.5.a</p> <p>6.1.8.C.5.a</p> <p>6.1.8.D.5.a</p> <p>6.1.8.D.5.b</p> <p>6.1.8.D.5.c</p> <p>6.1.8.D.5.d</p>	<p><u>Objectives:</u></p> <p>Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> - Identify the states that supported the Union, the states that seceded, and the states whose loyalties were divided. - Describe the advantages each side had in the war. - Compare the different strategies used by the North and the South. - Summarize the results of the First Battle of Bull Run. - Describe the conditions soldiers in camp faced. - Explain how new weapons made fighting the war more dangerous. - Describe the course of the War in the East in 1862. - Describe the early days of the war in the West and at sea. - Explain why Lincoln issued the Emancipation Proclamation. - Identify the effects of the Proclamation.

- Describe the contributions of African Americans to the Union.
- Explain how opposition to the war caused problems for both sides.
- Identify the reasons that both sides passed draft laws.
- Describe the economic hardships the war caused in the North and the South.
- Describe the contributions of women to the war effort.
- Describe the significance of the battles at Vicksburg and Gettysburg.
- Explain how Union generals used a new type of war to defeat the Confederacy.
- Explain how the war ended.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 8

Subject: Social Studies	Grade Level: 8th Grade
Unit 6: Reconstruction	Pacing: 6 weeks (May-June)
Essential Questions	Enduring Understandings
<p>-How did Congress and President Lincoln differ on their views of Reconstruction?</p> <p>-What problems did the nation face in rebuilding after the Civil War?</p> <p>-What led to opposition for President Johnson's plan for Reconstruction?</p> <p>-What was the 14th Amendment?</p> <p>-Who were the radical Republicans?</p> <p>-What was the 15th Amendment?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> -Congress's plan was stricter than Lincoln's view. -Citizens suffered homelessness, starvation, and racial tension, and politically deciding how to deal with states joining the Union. - How to deal with freed slaves, and how Southern whites should be treated. - The 14th Amendment granted citizenship to African Americans. - Radical Republicans took the strict approach in allowing the South back into the Union. -The 15th Amendment granted African American men voting rights. -Southern states created anti-African American groups. -The federal government took away protection and allowed individual states to impose their own restrictive laws (ie: segregation, holding office, voting, etc.)

<p>-What was the Southern reaction to African Americans' position in power?</p> <p>-How were African Americans' rights restricted by the end of Reconstruction?</p>	
Core Standards	Classroom Applications
<p>6.1.8.CS5</p> <p>6.1.8.A.5.b</p> <p>6.1.8.C.5.b</p>	<p><u>Objectives:</u></p> <p>Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> - Describe the postwar challenges that faced the nation. - Compare and contrast President Lincoln's plan for Reconstruction with the plan proposed by Congress. - Identify the goals of the Freedmen's Bureau. - Describe the immediate impact of Lincoln's assassination. - Explain why conflicts developed over plans for Reconstruction. - Describe the changes in the South brought about by Radical Reconstruction. - Explain how Congress tried to remove President Johnson from office. - Describe how the Ku Klux Klan and other secret societies tried to prevent African Americans from exercising their rights. - Explain why support for Reconstruction declined. - Describe how African Americans in the South lost many newly gained rights.

- Describe the sharecropping system and how it trapped many in a cycle of poverty.

- Identify the signs that the South began to develop a stronger economy by the 1880's.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 8

Subject: Social Studies	Grade Level: 7th Grade
Unit 7: New Republic	Pacing: 4 weeks (March-April)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> - What were the weaknesses of the Articles of Confederation? -What events led Americans to call for changes to the Articles of Confederation? -What compromises did the delegates have to reach before the Constitution could be signed? -What were the key issues in the debate between the Federalists and the Anti-federalists? -Why was the Bill of Rights added to the Constitution? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -the Articles of Confederation did not allow the new government to impose taxes, raise a standing army, or to act as a unified nation. - disputes between states and events such as Shay’s Rebellion led the government rethinking the laws and framework of the new nation. -that delegates had to compromise over the citizenship of slaves and dominance of large states over small states in writing a new Constitution. -that Federalists supported the new Constitution and Anti-Federalists believed the new Constitution gave the government too much power and did not include individual rights of citizens. - the Bill of Rights was added to protect the rights of citizens -president Washington set precedents that are still followed today in establishing cabinets and federal court system.

<p>-What steps did Washington take to make the new government work?</p> <p>-What was Hamilton's plan to reduce the nation's debt and rebuild the economy?</p> <p>-Why did political parties develop?</p> <p>-How did John Adams handle conflict with France?</p> <p>-How did the Alien and Sedition Acts raise the issue of the rights of states?</p> <p>-What role did Congress play in the election of 1800.</p>	<p>-Hamilton established a three step plan to establish a new economic system.</p> <p>-political parties formed out of the differences of opinions about state and federal government.</p> <p>-that John Adams remained neutral in respect to the conflict with France.</p> <p>-Thomas Jefferson declared that states can nullify a law passed by federal government if they feel it is unconstitutional.</p> <p>-Congress had to vote to decide the winner of the election.</p>
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Core Standards	Classroom Applications
<p>6.1.8.A.2.b</p> <p>6.1.8.A.3.a</p> <p>6.1.8.A.3.b</p> <p>6.1.8.A.3.c</p>	<p><u>Objectives:</u></p> <p>Students will independently be able to use their skills to:</p> <p>-understand that the Articles of Confederation did not allow</p>

the new government to impose taxes, raise a standing

<p>6.1.8.A.3.d</p> <p>6.1.8.A.3.e</p> <p>6.1.8.A.3.f</p> <p>6.1.8.A.3.g</p> <p>6.1.8.B.3.b</p> <p>6.1.8.C.3.b</p> <p>6.1.8.C.4.a</p> <p>6.1.8.D.3.b</p> <p>6.1.8.D.3.c</p> <p>6.1.8.D.3.g</p>	<p>army, or to act as a unified nation, and discuss what steps the founders took to make the necessary changes.</p> <p>- understand that the the disputes between states and events such as Shays Rebellion led the government to rethink the laws and framework of the new nation, and discuss why a sovereign nation needs to be able to enforce its laws.</p> <p>-understand that delegates had to compromise over the citizenship of slaves and dominance of large states over small states in writing a new Constitution, in order to show understanding of the compromises that were made for all the delegates to accept the Constitution.</p> <p>-understand that the Federalists supported the new Constitution and Anti-Federalists believed the new Constitution gave the government too much power and did not include individual rights of citizens. Students will be able to discuss how the Federalist papers convinced many to accept the Constitution</p> <p>-understand that the Bill of Rights was added to protect the rights of citizens, and to discuss how these same rights affected citizens of that era as well as our modern nation.</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>
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Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

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CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 8

Subject: Social Studies	Grade Level: 8th Grade
Unit 8: The Jeffersonian Age	Pacing: Three weeks
Essential Questions	Enduring Understandings
<p>- What actions did Jefferson take to reduce the power of the federal government ?</p> <p>-How did the United States purchase Louisiana?</p> <p>-What were the results of the expedition of Lewis and Clark?</p> <p>-How did the British and French</p>	<p>Students will understand that...</p> <p>-Jefferson cut the federal budget and reduced the federal debt.</p> <p>-the United States negotiated with France to purchase Louisiana.</p> <p>-Lewis & Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries.</p> <p>-the British and French seized American trade ships on the Atlantic</p> <p>-an embargo was imposed because the US did not have the resources to fight.</p> <p>-the War Hawks wanted to gain lands in Canada.</p> <p>- Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers.</p>

<p>violate the neutrality of American shipping?</p> <p>-Why did Jefferson decide to impose an embargo?</p> <p>-Why did the War Hawks push for war against Britain?</p> <p>-What led the US to declare war on Britain in 1812?</p> <p>-What did the United States and Britain agree to in the Treaty of Ghent?</p>	<p>-the British agreed to move troops out of the west and to stop violating U.S. neutrality.</p>
Core Standards	Classroom Applications

Objectives:

6.1.8.A.4.a

Students will independently be able to use their skills to:

6.1.8.B.4.a

	<ul style="list-style-type: none">-explain why Jefferson cut the federal budget and reduced the federal debt, and compare it to modern financial situations -recognize and explain why the United States negotiated with France to purchase Louisiana. -identify and describe why Lewis & Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries. -identify and assess why the British and French seized American trade ships on the Atlantic -why an embargo was imposed on foreign nations, and discuss why the US did not have the resources to fight. -explain and discuss why the War Hawks wanted to gain lands in Canada. - determine why Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers. -determine why the British agreed to move troops out of the west and to stop violating U.S. neutrality
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Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

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Subject: Social Studies	Grade Level: 8th Grade (New Holocaust Curr.)
Unit 9: The Holocaust	Pacing: Two Weeks
Essential Questions (s)	Enduring Understandings What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today?
What was the Holocaust? Why is it important to confront the brutality of this history?	Students will understand that... Students will learn about four phases of the Holocaust and then look closely at stories of a few individuals who were targeted by Nazi brutality.

<p>What did it mean to resist the Nazis?</p> <p>What kinds of resistance were those targeted by the Nazis able to carry out?</p> <p>What is the meaning of human dignity?</p> <p>How did the Nazis seek to deprive their victims of basic human dignity, and how did those targeted attempt to preserve or reclaim their dignity?</p>	<p>Students will also examine firsthand accounts of individuals who worked to preserve their human dignity in the face of dehumanization, and they will use those stories to help them think about the meaning and purpose of resistance during the Holocaust.</p>
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Core Standards	Classroom Applications
<p><i>SOC.6.1.12.A.11.e</i></p> <p><i>SOC.6.1.12.D.11.d</i></p> <p><i>SOC.6.1.12.D.11.e</i></p>	<p><u>Objectives:</u></p> <p>Students will be able to explain the range of Nazi methods of mass murder, including the establishment of Jewish ghettos, mobile killing units, concentration camps, and killing centers.</p> <p>Students will bear witness to the atrocities committed by the Nazis during the Holocaust, as well as extraordinary acts of resistance and efforts to preserve human dignity on the part of victims and survivors.</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p>

Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

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