

Greenwich-Stow Creek Regional School District

Grades: K-8 Social Studies



Board Approved: June 12th, 2025

**Supervisor of Curriculum and Instruction:
Mr. Alex Palmentieri**

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>6.1.2.CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community Leaders, and other adults have a Responsibility to make rules that are fair, consistent, and respectful of individual rights</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>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsDP.2 Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities</p> <p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives</p> <p>6.1.2.HistoryUP.2</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, Online videos, physical media, 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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Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistoryUP.3

Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict

6.1.2.Geo.HE.1 – Explain how Seasonal weather changes, climate, And other environmental Characteristics affect people's lives In a place or region.

6.1.2.Geo.HE.2

Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs)

Connections to other content areas

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text

RI.TS.K.4. Recognize common types of informational texts

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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>6.1.2.Civics CM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.HistoryUP.2 Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.</p> <p>6.1.2.HistoryCC.1 Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p>6.1.2.HistoryCC.2 Use a timeline of important events to make inferences about the "big picture" of history.</p>	<p>Objectives: 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 help 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>

<p>6.1.2.HistoryCC.3 Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryUP.2 Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</p> <p>6.1.2. HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>6.1.2.HistorySE.2 Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, and plays).</p> <p>6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles</p> <p>6.1.2.CivicsDP.2 Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p>	<p>Distinguish between a need and a want.</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, Investigations, Guided explorations, Groups and individual projects</p> <p>Materials: mentor text, online videos, physical media, internet, supplemental books.</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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6.1.2.EconET.1
Explain the difference between needs and wants.

6.1.2.EconET.2
Cite examples of choices people make when resources are scarce

6.1.2.HistorySE.1 - Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

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

ELA/Literacy:

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text

RI.TS.K.4. Recognize common types of informational texts

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

Reading Street Series

Into 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

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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 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>6.1.2.Geo.PP.1 – Explain the Different physical and human Characteristics that might make A good place to live.</p> <p>6.1.2.Geo.SV.1 – Use maps to Identify physical features (e.g., continents, oceans, rivers, lakes, Mountains).</p> <p>6.1.2.Geo.SV.2 – Describe how Maps are created for a specific Purpose.</p> <p>6.1.2.Geo.SV.3 – Identify and Describe the properties of a Variety of maps and globes</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>

<p>6.1.2.Geo.SV.4 – Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought)</p> <p>6.1.2.Geo.GI.2 – Use technology to understand the culture and physical characteristics of regions.</p> <p>6.1.2Geo.HE.3 – Identify cultural and environmental characteristics of different regions in NJ and the US.</p> <p>6.1.2 Geo.HE.4 – Investigate the relationship between the physical environment of a place and the economic activities found there.</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><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Investigations, Guided Explorations, Groups and Individual Projects</p> <p>Materials: Mentor Texts, Online videos, physical media, 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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Connections to other content areas, including 21st Century Skills:

- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text
- RI.TS.K.4. Recognize common types of informational texts
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

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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 - Modify Assessment
 - Modify Homework
 - Re-teach skill if needed
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 - Adjust Pacing of Content
 - Small Group Instruction
 - Individual Intervention/Remediation
 - Additional Support Material
 - Lower-Level Text
 - Guided Notes
 - Graphic Organizers
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- Listening

- Speaking
- Reading
- Writing
- Oral Language

Extensions For Gifted Students

Extend activities/assignments/projects/assessments

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- 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>6.1.2.Geo.GI.1 – Explain why and how people, goods, and ideas Move from place to place.</p> <p>6.1.2.EconET.1 – Explain the difference between needs and wants.</p> <p>6.1.2.EconET.2 – Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET.4 – Explain the Impact that decisions about Savings, debt, and investment can Have on individuals’ lives.</p> <p>6.1.2.EconEM.1 – Describe the Skills and knowledge required To produce specific goods and Services.</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>

6.1.2.EconEM.2 – Describe the goods and services that individuals and businesses In the local community produce and Those that are produced in other communities.

6.1.2 EconEM.3 – Identify the ways in which people exchange(d) goods and services today, and in the past.

6.1.2EconNE.2 – Describe examples of goods and services that governments provide.

6.1.2.Econ GE2. – Explain why people In one country trade goods and services With people in other countries.

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

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text

RI.TS.K.4. Recognize common types of informational texts

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.ES.K.3. Ask and answer questions to seek help, get information, or clarify something that is not understood.

9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2: Explain why an individual would choose to save money.

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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- Speaking
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Extensions For Gifted Students

Extend activities/assignments/projects/assessments

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- 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>6.1.2.CivicsPI.1 -Describe roles and responsibilities of community and local government leaders</p> <p>6.1.2.CivicsPI.2 - Investigate importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2. CivicsPI.3 - Explain how individuals work with different levels of government to make rules</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>

6.1.2.CivicsPI.4 - Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5 - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPI.6 - Explain what government is and its function.

6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions

6.1.2.CivicsDP.2 - Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

6.1.2.CivicsPR.1 - Determine what makes a good rule or law

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, Online videos, physical media, 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

6.1.2.CivicsPR.2 - Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3 - Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4 - Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.1 - Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.2 - Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems

6.1.2.CivicsCM.3 - Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2ECONNE.2 – Describe Examples of goods and services That governments provide.

6.1.2Geo.HE.2 – Describe how human activities affect the culture and environmental characteristics of places or regions

Connections to other content areas

ELA

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

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>6.1.2.HistoryCC.1 - Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</p> <p>6.1.2.HistoryCC.2 - Use a timeline of important events to make inferences about the "big picture" of history.</p> <p>6.1.2.HistoryCC.3 - Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.HistoryUP.1 – Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p> <p>6.12.CivicsDP.3 – Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American history.</p> <p>6.1.2.CivicsDP.1 – Explain how national symbols reflect on American values and principles.</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.</p> <p>Key historical events, documents, and individuals led to the development of our nation.</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>Prejudice and discrimination can be obstacles to understanding and evaluating our history.</p>

6.1.2.HistoryUP.2 – Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistoryUP.3 – Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

6.1.2.HistorySE.1 – Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture’s history.

6.1.2.HistorySE.2 - Analyze a variety of sources describing the same event and make inferences about why the accounts are different

6.1.2.HistorySE.3 - Use historical data from a variety of sources to investigate the development of a local community

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.

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, online videos, physical media, 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

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

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>6.1.2 GeoPP.1 - Explain the different physical and human characteristics that might make a location a good place to live.</p> <p>6.1.2Geo.SV.1 – Use maps to identify Physical features.</p> <p>6.1.2.Geo.SV.2 – Describe how maps Are created for a specific purpose.</p> <p>6.1.2.Geo.SV.3 – Identify and the properties of a variety of maps and Globes.</p>	<p>Objectives:</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>

<p>6.1.2.Geo.SV.4 – Identify examples of geospatial data.</p> <p>6.1.2.Geo.HE.1 – Explain how seasonal weather changes, climate, and other environmental characteristics affect people’s lives in a place or region.</p> <p>6.1.2.GeoHE.3 – Identify cultural and environmental characteristics of different regions in NJ and the US</p> <p>6.1.2.Geo.HE.4 – Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <p>6.1.2.Geo.GI.1 – Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2. Geo.GI.2 – Use technology to understand the culture and physical characteristics of regions.</p> <p>6.1.2.EconET.1 – Explain the difference between needs and wants.</p>	<p>Identify and locate major bodies of water found on Earth, including oceans, seas, and lakes, such as the Great Lakes.</p> <p>Differentiate between the United States as a country and the 50 states that are a part of it.</p> <p>Identify ways people can conserve and replenish natural resources.</p> <p>Identify a compass rose as a geographic tool, explain its purpose, and use it to help locate places on a map.</p> <p>Distinguish between producing and consuming.</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, Online videos, physical media, 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>
<p>Connections to other content areas</p> <p>RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).</p>	

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

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>6.1.2. EconET.2 – Cite examples of choices People make when resources are scarce.</p> <p>6.1.2.EconET.3 – Describe how supply And demand influence price and output of products.</p> <p>6.1.2.EconET.4 – Explain the impact that Decisions about savings, debt, and Investment can have on individuals' lives</p> <p>6.1.2.EconET.5 – Describe how local and State governments make decisions that Affect individuals and the community.</p> <p>6.12.EconEM.1 – Describe the skills and Knowledge required to produce specific Goods and services.</p> <p>6.1.2. EconEM.2 – Describe the goods and Services that individuals and businesses in the local community produce and those That are produced in other communities.</p> <p>6.1.2EconNE2- Describe examples of goods and services that governments provide.</p>	<p><u>Objectives:</u></p> <p>Interactions among various institutions in the local, national, and global economies influence policy making and societal outcomes.</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>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p> <p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini lesson, small groups, closure</p>

6.1.2.EconGE1 – Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.

6.1.2 EconGE.2 – Explain why people in one country trade goods and services with people in other countries.

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

Materials: mentor texts, internet, supplemental books, invention supplies

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:

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

Career Readiness, Life Literacies, and Key Skills

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2: Explain why an individual would choose to save money.

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>6.1.2.CivicsPI.1 - Describe roles and responsibilities of community and local government leaders</p> <p>6.1.2.CivicsPI.2 - Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members</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>6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2. CivicsPI.4 – Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2. CivicsPI.5 – Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2. CivicsPI.6 – Explain what government is and its function.</p> <p>6.1.2. CivicsPD.1 – Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2 CivicsPD.2 – Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsDP.2 – Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p>6.1.2.CivicsPR.1 – Determine what makes a good rule or law.</p> <p>6.1.2. CivicsPR.2 – Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2. CivicsPR.3 – Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2 CivicsPR.4 – Explain why teacher, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.1 – Describe why it is important that individuals assume personal and civic responsibilities in a democratic society</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, Online videos, physical media, 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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6.1.2.CivicsCM.2 – Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems.

6.1.2.CivicsCM.3 – Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Connections to other content areas:

ELA

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

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>6.1.2.HistoryCC1. – Use multiple sources To create a chronological sequence of Events that describes how and why Your community has changed over time.</p> <p>6.1.2.HistoryCC2 – Use a timeline of Important events to make inferences About the “big picture” of history.</p> <p>6.1.2.HistoryCC3 – Make inferences about How past events, individuals, and innovations affect our current lives.</p> <p>6.1.2.History UP,1 – Use primary sources Representing multiple perspectives</p> <p>To compare and make inferences about Why there are different accounts of the Same event.</p> <p>6.1.2.History.UP2 -Use evidence to Demonstrate how an individual’s beliefs ,values, and traditions may change and/or reflect more than one culture.</p> <p>6.1.2.History UP.3 – Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p>	<p><u>Objectives:</u></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.</p> <p>Key historical events, documents, and individuals led to the development of our nation.</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 help 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>Prejudice and discrimination can be obstacles to understanding and evaluating our history.</p>

6.1.2.History SE1 – Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.History SE2 Analyze a variety of sources describing the same event and make inferences about why the accounts are different.

6.1.2.History SE3 – Use historical data from a variety of sources to investigate the development of a local community.

6.1.2. CivicsDP.1 – Explain how national symbols reflect on American values and principles.

3.1.2. CivicsDP3 – Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

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.

Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period

Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

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, online videos, physical media, 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

ELA

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies, and Key Skills

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

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>6.1.2.GeoPP.1 – Explain the different Physical and human characteristics that might make a location a good place to live</p> <p>6.1.2.GeoSV.1 – Use maps to identify Physical features.</p> <p>6.1.2.GeoSV.2 – Describe how maps are Created for a specific purpose</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>

6.1.2.GeoSV.3 – Identify and describe the properties of a variety of maps and globes.

6.1.2.GeoSV.4 – Identify examples of geospatial data.

6.1.2.GeoHE.1 – Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.GeoHE.2- Describe how human activities affect the culture and environmental characteristics of places or regions.

6.1.2.GeoHE.3 – Identify cultural and environmental characteristics of different regions in NJ and the US.

6.1.2.GeoHE.4 – Investigate the relationship between the physical environment of a place and the economic activities found there.

6.1.2.GeoGI.1 – Explain why and how people, goods, and ideas move from place to place.

6.1.2.GeoGI.2 – Use technology to understand the culture and physical characteristics of regions.

6.3.2GeoGI.1 – Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

6.3.2 GeoGI 2 – Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

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, Online videos, physical media, 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:

ELA

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies, and Key Skills

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

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>6.1.2.EconET.1 – Explain the difference needs and wants</p> <p>6.1.2.EconET.2 – Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.EconET3. – Describe how supply and demand influence price and output of products</p> <p>6.1.2.EconET.4 – Explain the impact that Decisions about savings, debt, and Investment can have on individuals’ lives.</p> <p>6.1.2.EconET5 – Describe how local and state governments make decisions that affect individuals and the community.</p> <p>6.1.2.EconEM.1 – Describe the skills and Knowledge required to produce specific goods and services.</p> <p>6.1.2.EconEM2 – Describe the goods And services that individuals and</p>	<p><u>Objectives:</u></p> <p>Interactions among various institutions in the local, national, and global economies influence policy making and societal outcomes.</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>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p> <p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini lesson, small groups, closure</p>

Businesses in the local community
Produce and those that are produced

In other communities.

6.1.2.EconEM3 – Identify the ways in
which people exchange goods and
Services today, and in the past.

6.1.2.EconNE1 – Identify examples of
human capital, and natural resources
that

that contribute to favorable economic
Conditions.

6.1.2.EconNE2 – Describe examples of
goods and services that government
provide.

6.1.2.EconGE1 – Cite examples of
Products that are produced
domestically and sold abroad and
produced abroad and sold
domestically.

6.1.2.EconGE.2 – Explain why people in
one country trade goods and services

With people in other countries.

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

Materials: mentor texts, internet, supplemental books,
invention supplies

**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,

ELA

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society)

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 must 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>6.1.5. Civics HR.3 - Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and decisions that impact the individual nations in need.</p> <p>6.1.5.EconET.2 – Use quantitative data To engage in cost benefit analyses of Decisions that impact the individual And/or community.</p> <p>6.1.5.EconET.3 – Explain how scarcity And choice influence decisions made by Individuals, communities, and nations.</p> <p>6.1.5.EconEM.3 - Describe how supply and demand influence price and output of Products.</p> <p>6.1.5.EconEM.1 – Explain why individuals And businesses specialize and trade.</p> <p>6.1.5.EconNM.7 – Describe the role And relationship among households, Businesses, laborers, and government Within the economic system.</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>

6.1.5.EconNM.5 - Explain how the availability of private and public goods and services is influenced by the government.

6.1.5.EconGE.2 - Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.3.5.CivicsPD.3 – Propose a solution to a local issue after considering evidence and the perspectives of different groups, including

6.1.5.EconGE.3 – Use economic data to explain how trade leads to increasing economic interdependence among nations.

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:

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies, and Key Skills

9.1.5.CP.1: Compare various way to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

9.1.5.EG.2: Describe how tax monies are spent

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness.

9.1.8.CR.3 – Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.1.8.CR.4 – Examine the implications of legal and ethical behaviors when making financial Decisions.

9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

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>6.15.HistoryCC.9 – Evaluate the impact of Ideas, inventions, and other contributions Of prominent figures who lived in NJ.</p> <p>6.1.5.EconNM.6 – Examine the qualities Of entrepreneurs in a capitalistic society.</p> <p>6.1.5.EconEM.4 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>6.1.5.EconNM.3 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.5.EconNM.4 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.5.GeoHE.2 – Cite examples of how Technological advances have changed The environment in NJ and the US</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

6.1.5.GeoHE.3 – Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

- 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:

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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>6.1.5.CivicsDP.2 - Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.5.CivicsHR.2 - Research and cite Evidence for how the actions of Dr. Martin Luther King, Jr. and other Historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</p> <p>3.1.5.CivicsCM.3 – Identify the types of Behaviors that promote collaboration And problem solving with others Who have different perspectives</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

6.1.5.History CC.2 – Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryUP.6 - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.CivicsDP.2 – Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.

6.1.5.History UP.5 – Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5. HistoryUP.7 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5. CivicsHR.4 - 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:

- RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RI.TS.3.4.** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
- RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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>6.1.5.CivicsPR.3 – Evaluate school and Community rules, laws and/or policies And determine if they meet their Intended purpose.</p> <p>6.1.5.CivicsPR.2 – Compare procedures For making decisions in a variety of Settings including classroom, school Government, and/or society.</p> <p>6.1.5.CivicsHR.1 Describe 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>6.1.5.Civic.DP.1 – Using evidence, explain How the core civic virtues and democratic principles impact the</p>	<p>Objectives:</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)

Decisions made at the local, state, and national government. (e.g., fairness, equality, common good.)

6.1.5.CivicsPI.6 - Distinguish the roles and responsibilities of the three branches of the national government.

6.3.5.CivicsPD.3 – Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

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

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.

	<p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</p> <p>Other assessments to demonstrate evidence of learning may include;</p> <ul style="list-style-type: none"> • 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 <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>
<p>Connections to other content areas:</p> <p>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.</p> <p>RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

9.1.5.EG.2: Describe how tax monies are spent

9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

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>6.1.5.GeoHE.1 – Use a variety of sources from multiple Perspectives, including aerial photographs or satellite Images to describe how human activity has impacted The physical environment during different periods of time in NJ and the US</p> <p>6.1.5.GeoPP.3 – Use geographic models to describe How human movement relates to the location of Natural resources and sometimes results in conflict.</p> <p>6.1.5.GeoPP.1 – Compare and contrast characteristics Of regions in the US based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.EconGE.3 Use economic data to explain how Trade leads to increasing economic interdependence Among nations.</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

6.15.GeoSV.3 – Demonstrate how to use digital Geographic tools, maps and globes to measure Distances and determine time zones, and locations Using latitude and longitude.

6.1.5.GeoPP.2 – Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of NJ and the US.

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:

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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>6.1.5.GeoSV.1 – Identify the maps or Types of maps most appropriate for Specific purposes.</p> <p>6.1.5.GeoSV.2 – Use maps to explain the Impact of location and place on the Relationships between places in NJ,</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>

the US, and other countries.

6.1.5.GeoSV.3 – Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

6.1.5.GeoSV.4 Use a variety of geographic representations to describe the similarities and differences between places in NJ, the US and the world.

6.1.5.GeoHE.1 – Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in NJ and the US.

6.1.5.GeoHE.2 – Cite examples of how technological advances have changed the environment of NJ and the US.

6.1.5.GeoHE.3 – Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

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, Online videos, physical media, 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:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

Unit 1.2: United States: A Varied Land	Pacing: 3 Weeks (approximately)
Essential Questions	Enduring Understandings
<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>6.1.5.GeoSV.3 – Demonstrate how to use digital tools, Maps and globes to measure distances and determine Time zones, and locations using latitude and longitude.</p> <p>6.1.5.EconEM.4 – Compare different regions of NJ to Determine the role that geography, natural resources, Climate, transportation, technology, and/or the labor Force play in economic opportunities.</p> <p>6.1.5.EconNM.2 – Use data to describe how the Availability of resources in NJ and other regions in the US have impacted economic opportunities.</p> <p>6.1.5.Geo.PP.1 – Compare and contrast characteristics Of regions in the US based on culture, economics, and Physical characteristics to understand the concept of Regionalism.</p> <p>6.1.5.GeoPP.2 – Describe how landforms, climate and Weather, and availability of resources have impacted where and how people live and work in different Regions of NJ and the US.</p> <p>6.1.5.GeoPP.3 – Use geographic models to describe how human movement relates to the location of Natural resources and sometimes results in conflicts.</p> <p>6.1.5.GeoPP.4 – Investigate the different physical and Human characteristics or urban, suburban and rural Communities and identify the factors that might attract</p>	<p><u>Objectives:</u></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>

Individuals to that space.

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.

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, Online videos, physical media, 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.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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>6.1.5.EconNM.2 – Use data to describe how the availability of resources in NJ and other regions in the US have impacted economic opportunities.</p> <p>6.1.5.Econ NM.3 – Describe how the development of Different transportation systems impacted The economies of NJ and the US</p> <p>6.1.5.EconEM.1 – Explain why individuals and businesses Specialize and trade.</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>

6.1.5.EconEM.4 – Compare different regions of NJ to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconGE.3 – Use economic data to explain how trade leads to increasing economic interdependence among nations.

6.1.5.EconGE.4 – Compare and contrast how the availability of resources affects people across the world differently.

6.1.5.EconEM.2 – Identify examples of the variety of resources that are used to produce goods and services.

6.1.5.EconEM.3 – Describe how supply and demand influence price and output of products.

6.1.5.EconEM.5 – Explain why individuals and societies trade, how trade functions, and the role of trade.

6.1.5.EconGE.2 – Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.5.EconNM.6 – Examine the qualities of entrepreneurs in a capitalistic society.

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

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

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

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.

Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

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, Online videos, physical media, 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:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Career Readiness

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

9.1.5.EG.2: Describe how tax monies are spent

9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

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
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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>

NJSLs-SS Standards	Classroom Application
<p>Students who demonstrate understanding can:</p> <p>6.1.5.Civic.DP.1 – Using evidence, explain how Core civic virtues and democratic principles Impact the decisions made at the local, state, and national government.</p> <p>6.1.5.CivicsDP.2 – Compare and contrast Responses of individuals and groups, past and Present, to violations of fundamental rights.</p> <p>6.1.5.CivicsDP.3 – Describe the role of religious Freedom and participatory government in Various North American Colonies.</p> <p>6.1.5..CivicsPD.1 – Describe the roles of elected Representatives and explain how individuals At local, state, and national levels can interact With them.</p> <p>6.1.5.CivicsPD.2 – Explain how individuals can Initiate and/or influence, local, state, or national Public policymaking.</p> <p>6.1.5.CivicsPI.3 – Explain how the US functions as A representative democracy and describes the Roles of elected representatives and how they Interact with citizens at local, state, and national levels</p> <p>6.1.5.CivicsPI.5 – Explain how government Functions at the local, country, and state level</p> <p>6.1.6.CivicsPI6. – Distinguish the roles and</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>

Responsibilities of the three branches of

<p>Government.</p> <p>6.1.5.CivicsPI.7 – Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5.CivicsPI.8. – Describe how the US constitution defines and limits the power of government.</p>	<p>Materials: Mentor Texts, Online videos, physical media, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, current magazine/newspaper articles, 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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Connections to other content areas, including 21st Century Skills:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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>6.1.5.GroPP.2 – Describe how landforms, climate and Weather, and availability of resources have impacted where and how people live and work in different Regions of NJ and the US.</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>

6.1.5.GeoPP.1 -Compare and contrast characteristics of regions in the US based on culture, economics, and physical characteristics to understand the concept of Regionalism.

6.1.5.GeoGI.3 – Use geographic tools to determine Factors that impacted emigration, settlement patterns, And regional identities of the US colonies.

6.1.5.GeoSV.4 – Use a variety of geographic Representations to describe the similarities and Differences between places in NJ, the US and the world.

6.1.5.GeoSV.2 – Use maps to explain the impact of Location and place on the relationships between places NJ, the United States and other countries.

6.1.5.GeoHE.1 – Use a variety of source from multiple Perspectives, including aerial photographs or satellite Images to describe how human activity has impacted the Physical environment during different periods of NJ and the US

6.1.5.GeoGI.1 – Use multiple sources to evaluate the impact of the movement of people from place to place On individuals, communities, and regions.

6.1.5.GeoGI.2 – Use historical maps to explain what led to The exploration of new water and land routes.

6.1.5.GeoGI.4 – Explain how cultural and environmental Characteristics affect the distribution and movement of People, goods, and ideas.

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, Online videos, physical media, 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.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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>6.1.5.EconGE.3 – Use economic data to Explain how trade leads to increasing Economic interdependence among nations.</p> <p>6.1.5.GroPP.2 – Describe how landforms, climate and Weather, and availability of resources have impacted Where and how people live and work in different Regions of NJ and the US.</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>

6.1.5.GeoSV.4 – Use a variety of geographic representations to describe the similarities and differences between places in NJ, the US and the world.

6.1.5.GeoHE.2 – Cite examples of how technological advances have changed the environment in NJ and the US.

6.1.5.HistoryCC.8 – Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of NJ.

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.

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.

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

Compare ways people choose to use and distribute natural resources.

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

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:

- 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.

Materials: Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, Online videos, physical media, 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:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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>6.1.5.HistoryCC2 – Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>6.1.5. HistoryCC.6 – Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of NJ.</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>

<p>6.1.5.HistoryUP.1 – Describe the reasons various groups, voluntarily and involuntarily, immigrated to NJ and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.GroPP.6 – Compare and contrast the Voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5 HistoryUP.2 – Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5History UP.4 – Compare and contrast gender roles, religion values, cultural practices, and political systems of Native American groups.</p> <p>6.1.5HistorySE.1 – Examine multiple accounts of early European exploration of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</p> <p>6.15.History CC.4 – Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.15. History CC.6 – Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of NJ</p>	<p>Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>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.</p> <p>Explain the role Governor William Livingston played in the development of New Jersey government.</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>Activities:</p> <ul style="list-style-type: none"> ● 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. <p>Materials: Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, Online videos, physical media, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives</p>
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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.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

Textbook

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

Moore School Library Resources:

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

<p>Unit 3.3: Modernization of NEW JERSEY</p>	<p>Pacing: 4 weeks (approximately)</p>
<p>Essential Questions</p>	<p>Enduring Understandings</p>
<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>
<p>NJSLS-SS Standards</p>	<p>Classroom Applications</p>
<p>6.1.5.Civics CM.5 – Investigate the lives of New Jersey Individuals with diverse experiences who have Contributed to the improvement of society.</p>	<p><u>Objectives:</u></p> <p>Compare ways people choose to use and distribute natural resources.</p>

6.1.5.GeoHE.2 – Cite examples of how technological advances have changed the environment in NJ and the US.

6.1.5.EconEM.4 – Compare different regions of NJ to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconNM.2 – Use data to describe how the availability of resources in NJ and other regions in the US have impacted economic opportunities.

6.3.5.CivicsPD.3 – Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

6.3.5.CivicsPD.2 – Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

6.1.5.History CC.9 - Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in NJ.

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, Online videos, physical media, 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
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Connections to other content areas:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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
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- * Chapter Tests

Curriculum Guide Grade 4

<p>Unit 3.4: NEW JERSEY: The Road to a New Nation & Independence</p>	<p>Pacing: 4 weeks (approximately)</p>
<p>Essential Questions</p>	<p>Enduring Understandings</p>
<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>
<p>NJSLS-SS Standards</p>	<p>Classroom Applications</p>
<p>6.1.5.HistoryCC.1 – Analyze key historical events from the Past to explain how they led to the creation of the state Of NJ and the US.</p>	<p><u>Objectives:</u></p> <p>Determine the significance of New Jersey’s role in the American Revolution.</p>

6.1.5. HistoryCC.2 – Use a variety of sources to illustrate how the American Identity has evolved over time.

6.1.5. HistoryCC.3 – Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

6.1.5. HistoryCC.4 – Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5. HistoryCC.15 – Analyze key historical documents to determine the role they played in past and present-day government and citizenship.

6.1.5. HistoryCA.1 – Craft an argument, supported with historical evidence, for how factors such as demographics affected social, economic, and political opportunities during the Colonial era.

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, Online videos, physical media, 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:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

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W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

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

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Unit Assessment Opportunities:

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- * Presentations
- * Collaboration
- * Projects
- * Timelines
- * Rubrics
- * Chapter Tests

Curriculum Guide 5th Grade

Social Studies		Unit 1: Regions of the US and its early settlers	
Compelling Questions		Learning Objectives	
<ul style="list-style-type: none"> • How did the variety of landforms, climate, and vegetation regions make North America so attractive to immigrants with different goals? • What characteristics made the eastern woodland region able to support so many people? • How did geography, climate, and economic necessity affect the cultures and governments of Plains Indian groups? • How have the Southwest people expressed their culture in art, music, dance, religion, and storytelling? • How did communication, trade, and conflicts with outsiders change the lives and traditions of Northwest Coast peoples? • In what ways did diverse natural environments affect the lives of North American Indians? • What aims did the European explorers have in journeying to the New World, and what challenges did they face? • What major European Powers would win the race to colonize America? 		<ul style="list-style-type: none"> • Learn and recall the names of the 50 states and their capitals. • Identify geographic features on a map, including water, landforms, and cities. • Demonstrate map skills by determining the location of bodies of water, landforms, and cities. • Explain how a longhouse or wigwam is built by describing the materials used and its structure. • Identify materials and resources used in building homes, making tools and clothing, and fulfilling other needs. • Demonstrate understanding of the importance of natural resources and how they were used for survival. • Identify the cultural features and practices of Plains Indian societies. • Use a variety of formats to demonstrate an understanding of the culture and customs of the Plains Indians. • Present evidence of how pre-Columbian peoples adapted to the Southwest environment. • Research and write about the culture of Anasazi, Hohokam, or Mogollon people. • Identify the cultural features and practices of Northwest Coast peoples. • Use a variety of formats to demonstrate an understanding of the culture and customs of the Northwest Coast peoples. • Compare and contrast American Indian societies. • Write an informative text about American Indians. • Identify the advantages of establishing a new English colony in a persuasive essay. • Use text and images to explain reasons why new settlers might move to New France or New Netherland. 	
NJ Learning Standards			
<p>6.1.5.CivicsPD.2 – Explain how individuals can initiate and/or influence local, state, or national public policymaking.</p> <p>6.1.5.CivicsPD.3 – 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>6.1.5.Civic.DP.1 – Using evidence, explain how the core civic virtues and democratic principles impact the</p>		<p>6.1.5.GeoPP.1 – Compare and contrast characteristics of regions in the US based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2 – Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of NJ and the US.</p>	

<p>decisions made at the local, state, and national government.</p> <p>6.1.5.CivicsDP.2 – Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</p> <p>6.1.5.CivicsDP.3 – Describe the role of religious freedom and participatory government in various North American Colonies.</p> <p>6.1.5.CivicsPR.1 – Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.</p> <p>6.1.5.CivicsPR.3 – Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p>6.1.5.CivicsCM.2 – Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.</p> <p>6.1.5.CivicsCM.3 – Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p>	<p>6.1.5.GeoPP.3 – Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>6.1.5.GeoPP.5 – Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.GeoPP.6 – Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoSV.2 – Use maps to explain the impact of location and place on the relationships between places in NJ, the US and other countries.</p> <p>6.1.5.GeoSV.3 – Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>6.1.5.GeoSV.4 – Use a variety of geographic representations to describe the similarities and differences between places in NJ, the US, and the world.</p> <p>6.1.5.Geo.SV.5 – Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p>6.1.5.GeoHE.1 – Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in NJ and the US.</p> <p>6.1.5.GeoHE.3 – Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>6.1.5.GeoGI.1 – Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.GeoGI.2 – Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>6.1.5.GeoGI.3 – Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.GeoGI.4 – Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>
<p>6.1.5 EconET.1 – Identify positive and negative incentives that influence the decisions people make.</p> <p>6.1.5.EconET.2 – Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p> <p>6.1.5EconET.3 – Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.5EconEM.1 – Explain why individuals and businesses specialize and trade.</p> <p>6.1.5EconEM.2 – Identify examples of the variety of resources that are used to produce goods and services.</p>	<p>6.1.5.History CC.4 – Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.History CC.5 – Analyze the power struggle among European countries and determine its impact on people living in European and the Americas.</p> <p>6.1.5.HistoryCC.6 – Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of NJ.</p>

<p>6.1.5EconEM.3 – Describe how supply and demand influence price and output of products.</p> <p>6.1.5EconEM.4 – Compare different regions of NJ to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</p> <p>6.1.5EconNM.2 – Use data to describe how the availability</p>	<p>6.1.5.HistoryCC.7 – Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p>6.1.5.History CC.8 – Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of NJ.</p> <p>6.1.5.HistoryCC.10 – Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.11 – Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> <p>6.1.5.HistoryCC.13 – Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</p> <p>6.1.5.HistoryUP.1 – Describe the reasons various groups, voluntarily and involuntarily, immigrated to NJ and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.2 – Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.3 – Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p> <p>6.1.5.HistoryUP.4 – Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.5.HistoryUP.6 – Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives</p> <p>6.1.5.HistorySE.1 – Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</p>
<p>Teaching Strategies/Materials:</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>Materials: Mentor Texts, current magazine/newspaper articles, Online videos, physical media, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives</p>	<p>Differentiation Strategies/Modifications (i.e. Multilingual Language Learners, Special Education, and Gifted & Talented):</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>

<p>Unit Resources</p> <p>HMH Magazines 1-8</p> <ul style="list-style-type: none"> • Regions of North America • Eastern Woodland Indians • Plains Indians • Southwest Peoples • Northwest Coast Peoples • America 1492 • Exploring the Americas • Early Settlements 	<p>Unit Assessments</p> <ul style="list-style-type: none"> • Journal Entries and Response Sheets • Observations, Questioning, and Discussions • Comprehension Checks in Literature • Class Webs • Presentations • Collaboration • Projects • Timelines • Rubrics • Chapter Tests
<p>Cross Curricular Connections:</p> <p>RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	

Curriculum Guide 5th Grade

Curriculum Guide 5th Grade	
Social Studies	Unit 2: The 13 Colonies and the American Revolution
Compelling Questions	Learning Objectives
<ul style="list-style-type: none"> • How did the English Settlements in North America grow into strong and independent colonies? • How did the colonists' struggle for independence forge a new national identity? • How did a collection of diverse colonies become the United States of America? • How did women affect and adapt to the Revolutionary War? 	<ul style="list-style-type: none"> • Describe William Penn's relationship with Native Americans in Pennsylvania. • Illustrate a scene from the Southern Colonies and describe what it shows about life there. • Write a script in which colonists discuss whether or not to declare independence from Britain. • Conduct an interview about the drafting of the Declaration of Independence. • Design a medal to honor a Patriot hero for his or her contributions during the American Revolution. • Write a speech that a leader such as General Washington or another military leader may have given to raise soldiers' spirits at Valley Forge. • Describe some hardships faced by wives and children while soldiers fought in the Revolutionary War. • Design a flag that shows support for the Patriot or Loyalist side during the war.
NJ Learning Standards	
<p>6.1.5.CivicDP.1 – Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government.</p> <p>6.1.5.CivicDP.2 – Compare and contrast responses of individuals and groups, past and present, to violation of fundamental.</p> <p>6.1.5.CivicDP.3 – Describe the role of religious freedom and participatory government in various North American Colonies.</p>	<p>6.1.5.GeoPP.1 – Compare and contrast characteristics of regions in the US based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2 – Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of NJ and the US.</p> <p>6.1.5.GeoSV.2 - Use maps to explain the impact of location and place on the relationships between places in NJ, the US and other countries.</p> <p>6.1.5.GeoGI.3 – Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p>
<p>6.1.5.EconEM.4 – Compare different regions of NJ to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</p> <p>6.1.5.EconEM.2 – Use data to describe how the availability of resources in NJ and other regions in the US have impacted economic opportunities.</p> <p>6.1.5.EconGE.2 – Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p>	<p>6.1.5.HistoryCC.1 – Analyze key historical events from the past to explain how they led to the creation of the state of NJ and the US.</p> <p>6.1.5.HistoryCC.12 – Determine the roles of religious freedom and participatory government in various North American Colonies.</p> <p>6.1.5.HistoryCC.15 – Analyze key historical documents to determine the role they played in past and present-day government and citizenship.</p> <p>6.1.5.HistoryUP.1 – Describe the reasons various groups, voluntarily and involuntarily, immigrated to NJ and America, and cite evidence from multiple</p>

<p>6.1.5.EconGE.4 – Compare and contrast how the availability of resources affects people across the world differently.</p>	<p>perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.3 – Use multiple perspectives to evaluate the impact of the Columbian exchange on ecology, agriculture, and culture.</p> <p>6.1.5.HistoryCA.1 – Craft an argument, supported with historical evidence, for how factors such as demographics affected social, economic, and political opportunities during the Colonial era.</p>
<p>Teaching Strategies/Materials:</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>Materials: Mentor Texts, current magazine/newspaper articles, Online videos, physical media, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives</p>	<p>Differentiation Strategies/Modifications (i.e. Multilingual Language Learners, Special Education, and Gifted & Talented):</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>
<p>Unit Resources</p> <p>HMH Magazines (9-12)</p> <ul style="list-style-type: none"> • 13 Colonies • Declaration of Independence • American Revolution • Revolutionary Women 	<p>Unit Assessments</p> <ul style="list-style-type: none"> • Journal Entries and Response Sheets • Observations, Questioning, and Discussions • Comprehension Checks in Literature • Class Webs • Presentations • Collaboration • Projects • Timelines • Rubrics • Chapter Tests
<p>Cross Curricular Connections:</p> <p>RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

9.1.5.EG.2: Describe how tax monies are spent

9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

Curriculum Guide 5th Grade

Social Studies	Unit 3: Founding Fathers and the beginnings of a new nation.
Compelling Questions	Learning Objectives
<ul style="list-style-type: none">• How and why did George Washington become admired and respected for his role in American History?• What were Thomas Jefferson’s most important contributions to the new nation?• In what ways is Benjamin Franklin a model for a good citizen?• How was the United States Constitution created more than 200 years ago, and how does it secure our liberty today?• How does American government work?	<ul style="list-style-type: none">• Write a persuasive letter.• Design a mural honoring, George Washington.• Draw a picture of the important events during Thomas Jefferson’s lifetime.• Write a research report about a stage in Thomas Jefferson’s life.• Pose questions to gain additional information about Benjamin Franklin.• Write a speech such as Ben Franklin might have given to persuade France to join the Patriots in fighting the British.• Connect individual freedoms to each of the amendments in the Bill of Rights.• Model a classroom constitution on the Constitution of the United States.• Write a speech that a presidential candidate might give.• Debate the necessity of the president’s Cabinet.
NJ Learning Standards	
<p>6.1.5.CivicsP1.1 – Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>6.1.5.CivicsP1.2 – Investigate different ways individuals participate in government.</p> <p>6.1.5.CivicsP1.3 – Explain how the US 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>6.1.5.CivicsP1.4 – Describe the services our government provides the people in the community, state and across the US.</p> <p>6.1.5.CivicsP1.5 – Explain how government functions at the local, county, and state level.</p> <p>6.1.5.CivicsP1.6 – Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsP1.7 – Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5.CivicsP1.8 – Describe how the US Constitution defines and limits the power of government.</p> <p>6.1.5.CivicsP1.9 – Research and compare the difference and similarities between the US and other nations’ governments, customs, and laws.</p>	<p>6.1.5.HistoryCC.3 – Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p>6.1.5.HistoryCC.15 – Analyze key historical documents to determine the role they played in past and present-day government and citizenship.</p> <p>6.1.5.HistorySE.2 – Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p>

<p>6.1.5.CivicsPD.1 – Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p>6.1.5.CivicsPD.4 - Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</p> <p>6.1.5.CivicsDP.1 – Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government.</p> <p>6.1.5.CivicsPR.1 – Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.</p> <p>6.1.5.CivicsPR.2 – Describe the process by which immigrants can become US citizens.</p> <p>6.1.5.CivicsPR.3 – Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p>6.1.5.CivicsPR.4 – Explain how policies are developed to address public problems.</p> <p>6.1.5.CivicsHR.1 – Describe how fundamental rights guaranteed by the US constitution and the Bill of Rights contribute to the improvement of American democracy.</p> <p>6.1.5.CivicsHR.4 – Identify actions that are unfair or discriminatory, such as bullying, and purpose solutions to address such actions.</p> <p>6.1.5.CivicsCM.1 – Use a variety of sources to describe the characteristics exhibited by real and fictional people that contributed to the well-being of their community and country.</p> <p>6.1.5.CivicsCM.2 – Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.</p> <p>6.1.5.CivicsCM.4 – Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</p> <p>6.1.5.CivicsCM.6 – Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals’ participation.</p>	
<p>Teaching Strategies/Materials:</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>Materials: Mentor Texts, current magazine/newspaper articles, Online videos, physical media, Internet, Technology (Smartboard, Power Point, etc.),</p>	<p>Differentiation Strategies/Modifications (i.e. Multilingual Language Learners, Special Education, and Gifted & Talented)</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>

supplemental books, visual aids, maps, timelines, manipulatives	
<p>Unit Resources</p> <p>HMH Magazines (13-18)</p> <ul style="list-style-type: none"> • Washington • Jefferson • Ben Franklin • The Constitution • American Government • The New Nation 	<p>Unit Assessments</p> <ul style="list-style-type: none"> • Journal Entries and Response Sheets • Observations, Questioning, and Discussions • Comprehension Checks in Literature • Class Webs • Presentations • Collaboration • Projects • Timelines • Rubrics • Chapter Tests
<p>Cross Curricular Connections:</p> <p>RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>Career Readiness</p> <p>9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."</p> <p>9.1.5.EG.2: Describe how tax monies are spent</p> <p>9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.</p> <p>9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.</p>	

Curriculum Guide 5th Grade

Social Studies		Unit 4: Exploration and Westward Expansion	
Compelling Questions		Learning Objectives	
<ul style="list-style-type: none"> • Who were the pioneers who explored and settled the United States in the early 1800s, and how did their journeys shape the nation? • What did Lewis and Clark discover on their expedition across the American West? • What effects did westward expansion have on the people, the environment, and the political, economic, and cultural realms of the United States? • What was life like for the pioneers as they journeyed west and settled in new lands? 		<ul style="list-style-type: none"> • Write a tall tale about a real-life pioneer. • Write questions to prepare for an interview with Francis Scott Key. • Describe the observations and experiences of the Lewis and Clark expedition. • Reflect on the significance of the Lewis and Clark expedition. • Summarize how the westward migration of settlers affected the lives of the American Indians. • Demonstrate an understanding of the states and territories of the United States in 1850. • Write a journal about fictitious experiences as a pioneer on the Oregon Trail. • Give an oral presentation about a wagon train from the point of view of either a pioneer or a Native American. • 	
NJ Learning Standards			
<p>6.1.5.CivicsPD3 – 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>6.1.5.GEO.SV.1 – Identify the maps or types of maps most appropriate for specific purposes. 6.1.5.GEO.SV.2 – Use maps to explain the impact of location and place on the relationships between places in NJ, the US and other countries. 6.1.5.GEO.SV.4 – Use a variety of geographic representations to describe the similarities and differences between places in NJ, the US and the world. 6.1.5.GEO.HE.3 – Analyze the effects of catastrophic environmental and technological events on human settlements and migration. 6.1.5.GEO.GI.1 – Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. 6.1.5.GEO.GI.2 – Use historical maps to explain what led to the exploration of new water and land routes. 6.1.5.GEO.GI.4 – Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>	
<p>6.1.5.EconET.1 – Identify positive and negative incentives that influence the decisions people make. 6.1.5.EconET.3 – Explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.5.EconEM.1 – Explain why individuals and businesses specialize and trade. 6.1.5.EconEM.2 – Identify examples of the variety of resources that are used to produce goods and services.</p>		<p>6.1.5.History UP.1 – Describe the reasons various groups, voluntarily and involuntarily, immigrated to NJ and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p>	

<p>6.1.5.EconEM.3 – Describe how supply and demand influence price and output of products. 6.1.5.EconNM.3 – Describe how the development of different transportation systems impacted the economies of NJ and the US.</p>	
<p>Teaching Strategies/Materials:</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>Materials: Mentor Texts, current magazine/newspaper articles, Online videos, physical media, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives</p>	<p>Differentiation Strategies/Modifications (i.e. Multilingual Language Learners, Special Education, and Gifted & Talented):</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>
<p>Unit Resources</p> <p>HMH Magazines (19-21)</p> <ul style="list-style-type: none"> • Lewis and Clark • Westward Expansion • Pioneers 	<p>Unit Assessments</p> <ul style="list-style-type: none"> • Journal Entries and Response Sheets • Observations, Questioning, and Discussions • Comprehension Checks in Literature • Class Webs • Presentations • Collaboration • Projects • Timelines • Rubrics • Chapter Tests
<p>Cross Curricular Connections:</p> <p>RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	

Curriculum Guide 5th Grade

Social Studies	Unit 5: Industrial Revolution
Compelling Questions	Learning Objectives
<ul style="list-style-type: none"> • What were the positive and negative effects of the Industrial Revolution? • What challenges do immigrants face in a new country? 	<ul style="list-style-type: none"> • Describe new products during the Industrial Revolution. • Support an opinion about increased development during the Industrial Revolution. • Write a diary entry in the voice of an immigrant to the United States during the Great Atlantic Migration. • Draw a picture of a neighborhood in the United States through the eyes of an immigrant who has just settled there.
NJ Learning Standards	
<p>6.1.5.CivicsCM.1 – Use a variety of sources to describe the characteristics exhibited by real fictional people that contribute(d) to the well-being of their community and country.</p>	<p>6.1.5.GeoPP.5 – Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.GeoPP.6 – Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoSV.1 – Identify the maps or types of maps most appropriate for specific purposes.</p> <p>6.1.5.GeoHE.1 – Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in NJ and the US.</p> <p>6.1.5.GeoHE.2 – Cite examples of how technological advances have changed the environment in NJ and the US.</p> <p>6.1.5.GeoHE.3 – Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>6.1.5.GeoGI.1 – Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p>
<p>6.1.5.EconEM.2 – Identify examples of the variety of resources that are used to produce goods and services.</p> <p>6.1.5.EconEM.4- Compare different regions of NJ to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunity.</p> <p>6.1.5.EconNM.3 – Describe how the development of different transportation systems impacted the economies of NJ and the US.</p> <p>6.1.5.EconNM.7 – Describe the role and relationship among households, businesses, laborers, and government within the economic system.</p> <p>6.1.5.EconGE.4 – Compare and contrast how the availability of resources affects people across the world differently.</p>	<p>6.1.5.HistoryCC.9 – Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in NJ.</p> <p>6.1.5.HistoryUP.1 – Describe the reasons various groups, voluntarily and involuntarily, immigrated to NJ and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.5 – Compare and contrast historians’ interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.7 – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>

<p>Teaching Strategies/Materials:</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>Materials: Mentor Texts, current magazine/newspaper articles, Online videos, physical media, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives</p>	<p>Differentiation Strategies/Modifications (i.e. Multilingual Language Learners, Special Education, and Gifted & Talented):</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>
<p>Unit Resources</p> <p>HMH Magazines (22-23)</p> <ul style="list-style-type: none"> • Industrial Revolution in America • Immigration 	<p>Unit Assessments</p> <ul style="list-style-type: none"> • Journal Entries and Response Sheets • Observations, Questioning, and Discussions • Comprehension Checks in Literature • Class Webs • Presentations • Collaboration • Projects • Timelines • Rubrics • Chapter Tests
<p>Cross Curricular Connections:</p> <p>RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>Career Readiness</p> <p>9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”</p> <p>9.1.5.EG.2: Describe how tax monies are spent</p> <p>9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.</p>	

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

Curriculum Guide 5th Grade	
Social Studies	Unit 6: Civil War
Compelling Questions	Learning Objectives
<ul style="list-style-type: none"> • What impact did the Civil War have on American society? • What was the Underground Railroad, and how did it help people escape from slavery? 	<ul style="list-style-type: none"> • Incorporate text details to write a letter from the point of view of someone involved in the Civil War. • Write an opinion piece with a well-supported argument regarding actions taken during the Civil War. • Present information orally about a member of the Underground Railroad. • Write to persuade others to help enslaved people reach freedom.
NJ Learning Standards	
<p>6.1.5.CivicsHR.2 – Research and cite evidence for how the actions of Dr. Martin Luther King Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</p> <p>6.1.5.CivicsHR.3 – Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.</p> <p>6.1.5.CivicsHR.4 – Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>6.1.5.CivicsCM.1 – Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p>	<p>6.1.5.EconET.3 – Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.5.EconEM.2 – Identify examples of the variety of resources that are used to produce goods and services.</p> <p>6.1.5.EconNM.4 – Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p>
<p>6.1.5.HistoryCC.7 – Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p>	
<p>Teaching Strategies/Materials:</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>Materials: Mentor Texts, current magazine/newspaper articles, Online videos, physical media, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives</p>	<p>Differentiation Strategies/Modifications (i.e. Multilingual Language Learners, Special Education, and Gifted & Talented):</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>
<p>Unit Resources</p> <p>HMH Magazines (24-25)</p>	<p>Unit Assessments</p>

- Civil War
- Underground Railroad

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

Cross Curricular Connections

RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Curriculum Guide Grade 6	
Subject: Social Studies	Grade Level: 6th Grade
Module 1: America, Africa, and Europe before 1500	Pacing: 4 weeks (September-October)
Lesson 1: The Earliest Americans Lesson 2: Native American Cultures Lesson 3: Trading Kingdoms of West Africa Lesson 4: Europe before 1500	
Essential Questions	Objectives
Why might a U.S. historian study the Americas, Africa, and Europe before 1500?	<p>Students will be able to:</p> <p>Lesson 1: Describe migration and settlement patterns of Native American groups and explain how these patterns affected interactions in different regions of the Western Hemisphere; Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>Lesson 2: Identify that several early societies developed in North America long before Europeans explored the continent; Geographic areas influenced Native American cultures; Language united Native American groups and contributed to cultural diversity; Despite their differences, Native American cultures shared similar beliefs and practices.</p> <p>Lesson 3: Identify that Ghana was the first of three great West African trading kingdoms; like Ghana, the empires of Mali and Songhai grew strong by controlling trade.</p> <p>Lesson 4: Identify that The Greeks and Romans established new forms of government; During the Middle Ages, society eventually changed from a feudal system to a system with a middle class of artisans and merchants; The Renaissance was a time of rebirth in the arts and in learning.</p>
Core Standards	Classroom Applications
6.1.8.B.1.a 6.1.8.D.1.a	<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>

Consider how your life would CHANGE: could gather berries; hunt grazing animals; live in a warmer climate; travel less

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

2. Direct Teach Introduce the Big Idea: *Native American societies developed across North and South America*. 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.

3. Practice/Assess/Inquire Ask students to fold a piece of paper lengthways in the middle. Have them label the first column *Early Migrations to the Americas* and the second column *Early Civilizations of Mesoamerica and South America*. Have students list the main ideas of each lesson under the appropriate heading.

4. Explore (Collaborative Exploration) Have students share the main ideas they have listed under each heading.

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.

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, Online videos, physical media, 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:

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Resources

HMH Ed. Series

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions

- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 6	
Subject: Social Studies	Grade Level: 6 th Grade
Module 2: New Empires in the Americas	Pacing: 4 weeks (November - December)
Lesson 1: Europeans Set Sail Lesson 2: Europeans Reach the Americas Lesson 3: Spain Builds an Empire Lesson 4: The Race for Empires	
Essential Questions	Objectives
How did Europeans change life in the Americas?	<p>Students will be able to:</p> <p>Lesson 1: identify that The Greeks and Romans established new forms of government; During the Middle Ages, society eventually changed from a feudal system to a system with a middle class of artisans and merchants; The Renaissance was a time of rebirth in the arts and in learning.</p> <p>Lesson 2: identify how Christopher Columbus sailed across the Atlantic Ocean and reached a continent that was previously unknown to him; After Columbus's voyages, other explorers sailed to the Americas.</p> <p>Lesson 3: Identify how Spanish conquistadors conquered the Aztec and Inca empires; Spanish explorers traveled through the borderlands of New Spain, claiming more land; Spanish settlers treated Native Americans harshly, forcing them to work on plantations and in mines.</p> <p>Lesson 4: Identify how events in Europe affected settlement of North America; Several explorers searched for a Northwest Passage to the Pacific Ocean; European nations raced to establish empires in North America.</p>
Core 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	<p>Whole Class Open/Introduction</p> <ol style="list-style-type: none"> If YOU Were There . . . Will you join the expedition or stay behind? Why? 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. Consider reasons FOR joining the expedition: to have new adventures, see new places, and learn about new things 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 <p>Direct Teach Introduce the Big Idea: <i>Europeans explored the world, searching for new lands and new trade routes.</i> Discuss the Vikings as the first Europeans in North America.</p>

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, Online videos, physical media, 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:

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Resources

- The story of Skara Brae
- HMH Ed. Series

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	Pacing: 6 weeks (December - January)
Lesson 1: The Southern Colonies Lesson 2: The New England Colonies Lesson 3: The Middle Colonies Lesson 4: Life in the English Colonies	
Essential Questions	Objectives
How did the colonial experience shape America’s political and social ideals?	Students will be able to: Lesson 1: Identify how 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. Lesson 2: Identify how the 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. Lesson 3: Identify how the English created New York and New Jersey from former Dutch territory; William Penn established the colony of Pennsylvania; The economy of the middle colonies was supported by trade and staple crops. Lesson 4: Identify how the Colonial governments were influenced by political changes in England; English trade laws limited free trade in the colonies; The Great Awakening and the Enlightenment led to ideas of political equality among many colonists; The French and Indian War gave England control of more land in North America.
Core Standards	Classroom Applications
SOC.6.1.8.D.1.b SOC.6.1.8.A.1.a SOC.6.1.8.B.1.b SOC.6.1.8.D.2.a SOC.6.1.8.CS1 SOC.6.1.8.CS2 SOC.6.1.8.C.1.a SOC.6.1.8.B.2.b SOC.6.1.8.D.1.a SOC.6.1.8.D.1.c SOC.6.1.8.C.2.b	

SOC.6.1.8.C.1.b

SOC.6.1.8.B.1.a

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, Online videos, physical media, 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:

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Resources

- HMH Ed. Series

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	Pacing: 4 weeks (January - March)
Lesson 1: Conflict in the Colonies Lesson 2: The Revolution Begins Lesson 3: Declaring Independence Lesson 4: Struggle for Liberty Lesson 5: Independence!	
Essential Questions	Objectives
Why were the American Patriots willing to risk their lives for independence?	<p>Students will be able to:</p> <p>Lesson 1: Identify how 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.</p> <p>Lesson 2: Identify how 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.</p> <p>Lesson 3: Identify how 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.</p> <p>Lesson 4: Identify how 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.</p> <p>Lesson 5: Identify how 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; The British and the Americans officially ended the war by signing the Treaty of Paris of 1783.</p>
Core Standards	Classroom Applications
SOC.6.1.8.GeoSV.3.a SOC.6.1.8.HistoryUP.3.b SOC.6.1.8.CivicsPI.3.d	Whole Class Open/Introduction for Module 1

SOC.6.1.8.HistoryUP.3.c
SOC.6.1.8.HistoryUP.3.a
SOC.6.1.8.HistoryCC.3.d
SOC.6.1.8.CivicHR.3.a
SOC.6.1.8.CivicsPI.3.c
SOC.6.1.8.HistoryCC.3.a
SOC.6.1.3
SOC.6.1.8.CivicsPD.3.a
SOC.6.1.8.CivicsPI.3.b
SOC.6.1.8.HistorySE.3.b
SOC.6.1.8.HistorySE.3.a
SOC.6.1.8.CivicsDP.3.a
SOC.6.1.8.HistoryCC.3.c
SOC.6.1.4

If YOU Were There . . . Would you give up your favorite drink to join the boycott?

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.

Consider reasons to JOIN: rising tea prices, political principle, peer pressure

Consider reasons NOT TO JOIN: may not drink tea, may anger officials and get in trouble

0. **Direct Teach** Introduce the Big Idea: *Tensions developed as the British government placed tax after tax on the colonies.* 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 *Tax* 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.

Whole Class Open/Introduction for Module 2

If YOU Were There . . . What advice would you give the king?

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-

	<p>depth knowledge of the area, their youthful energy, and their loyalty and enthusiasm.</p> <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 1. Direct Teach Introduce the Big Idea: <i>The war spread to the southern colonies, where the British were finally defeated.</i> 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.
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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, Online videos, physical media, 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:

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
 RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Resources

- HMH Ed. Series

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: 6 th Grade
Module 5: Forming a Government	Pacing: 5 weeks (April-May)
Lesson 1: The Article of Confederation Lesson 2: The New Nation Faces Challenges Lesson 3: Creating the Constitution Lesson 4: Ratifying the Constitution	
Essential Questions	Objectives
Did compromise make the U.S. Constitution stronger or weaker?	<p>Students will be able to:</p> <p>Lesson 1: Identify how 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.</p> <p>Lesson 2: Identify how 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.</p> <p>Lesson 3: Identify how 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.</p> <p>Lesson 4: Identify how 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.</p>
Core Standards	Classroom Applications
SOC.6.3 SOC.6.1.8.HistoryUP.3.a SOC.6.1.8.HistoryCC.3.d SOC.6.1.8.CivicsHR.3.a SOC.6.1.8.CivicsPI.3.c SOC.6.1.8.HistoryCC.3.a SOC.6.1.3	<p>Whole Class Open/Introduction for Module 5 Lesson 1</p> <p>If YOU Were There . . . How would you have voted on this issue?</p>

SOC.6.1.8.CivicsPI.3.a
SOC.6.1.8.CivicsPD.3.a
SOC.6.1.8.CivicsPI.3.b
SOC.6.1.8.HistorySE.3.b
SOC.6.1.8.HistorySE.3.a
SOC.6.1.8.CivicsDP.3.a
SOC.6.1.8.HistoryCC.3.c
SOC.6.1.4

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.

1. **Direct Teach** Introduce the Big Idea: *The Articles of Confederation provided a framework for a national government.* 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: *Ideas about Government, Articles of Confederation, or Northwest Territory.* 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

	<p>If YOU Were There . . . What rights would you want the Constitution to protect?</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 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 <ol style="list-style-type: none"> 1. Direct Teach Introduce the Big Idea: <i>Americans carried on a vigorous debate before ratifying the Constitution.</i> Discuss how Federalists and Antifederalists debated the new Constitution. Explain the importance of the <i>Federalist Papers</i> 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. <ul style="list-style-type: none"> • September 17, 1787: The Constitutional Convention approves the Constitution. • December 1791: States ratify the Bill of Rights. <ol style="list-style-type: none"> 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, Online videos, physical media, 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:

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Resources

- HMH Ed. Series

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 6: Citizenship and the Constitution	Pacing: 3 weeks (June)
Lesson 1: Establishing the Constitution Lesson 2: Structure of the Government Lesson 3: The Bill of Rights Lesson 4: Rights and Responsibilities of Citizenship	
Essential Question	Objectives
Which ideas in the Constitution are most important for preserving freedom?	Students will be able to: Lesson 1: Identify how the Delegates met at the Constitutional Convention to improve the government; the Great Compromise and the Three-Fifths Compromise resolved controversial issues; the new government was based on popular sovereignty, balance of power, and federalism; Federalists and Antifederalists debated the Constitution; the Constitution was ratified. Lesson 2: Identify how the framers of the Constitution devised the federal system; The legislative branch makes the nation’s laws; The executive branch enforces the nation’s laws; The judicial branch determines whether or not laws are constitutional. Lesson 3: Identify how the First Amendment guarantees basic freedoms to individuals; Other amendments focus on protecting citizens from certain abuses; The rights of the accused are an important part of the Bill of Rights; The rights of states and citizens are protected by the Bill of Rights. Lesson 4: Identify how citizenship in the United States is determined in several ways; Citizens are expected to fulfill a number of important duties; Active citizen involvement in government and the community is encouraged.
Core Standards	Classroom Applications
SOC.6.3.8.CivicsPR.2 SOC.6.1.8.HistoryCC.3.d SOC.6.1.8.CivicsHR.3.a SOC.6.1.8.CivicsPI.3.a SOC.6.1.8.CivicsPD.3.a SOC.6.1.8.CivicsPI.3.b	Whole Class Open/Introduction If YOU Were There . . . What do you want to know before you vote?

SOC.6.2.8.CivicsDP.3.b
SOC.6.2.8.CivicsDP.4.a

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.

CONSIDER: What checks will help limit government's power? What guarantees will protect individual rights? Exactly how will power be shared? What will guarantee this sharing of power?

1. **Direct Teach** Introduce the Big Idea: A new Constitution strengthened the national government while protecting individual freedoms. Ask: What is the best way to make sure individual rights are protected? Have students offer suggestions.
2. **Practice/Assess/Inquire** As students complete the lesson, have them work either individually or with a partner to 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 section. Tell students to use standard English when writing their glossaries.
3. **Explore (Collaborative Exploration)** Have students share their glossaries. Correct any errors as well as students' use of standard English.
4. **Whole Group Close/Reflect** Have students make flow charts showing the key plans, debates, and issues that led to the Great Compromise and Three-Fifths Compromise.

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, Online videos, physical media, 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:

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Resources

- HMH Ed. Series

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: 7 th Grade
Module 7 Launching the Nation	Pacing: 3 Weeks (September)
Lesson 1: Washington Leads a New Nation Lesson 2: Hamilton and National Finances Lesson 3: Challenges for the New Nation Lesson 4: John Adam’s Presidency Lesson 5: Jefferson Becomes President	
Essential Question	Objectives
How did challenges and disagreements help shape the new nation?	SWBAT identify the important events of the first three presidencies and how they affected the country. They will also learn about the beginnings of many traditions that still exist today.
Core Standards	Classroom Applications
SOC.6.1.8.HistoryCC.3.d SOC.6.1.8.GeoSV.3.a SOC.6.1.8.EconET.4.a SOC.6.1.8.CivicsPI.3.a SOC.6.1.8.CivicsPI.3.b SOC.6.1.8.CivicsPD.3.a SOC.6.1.8.CivicsHR.3.a SOC.6.1.8.HistoryCC.3.d SOC.6.1.8.HistoryUP.5.a SOC.6.2.8.CivicsDP.3.b SOC.6.2.8.CivicsDP.4.a SOC.6.3.8.CivicsPR.2	<p>1. Whole Class Open/Introduction</p> <p>If YOU Were There . . . What do you think America’s future will be like under President Washington?</p> <p>Review the scenario with students and lead a class discussion to respond to the question. You may wish to review the following points to frame your discussion.</p> <p>Consider ABILITIES he offers: He will serve the people as president instead of rule as king. He is a popular war hero and great leader, but also modest. He knows how to lead and take action under pressure.</p> <p>Consider DIFFICULTIES he faces: He must create policies and procedures for the government. He has no examples to follow. Some citizens still feel more loyal to their state or to Britain.</p> <p>1. Direct Teach Introduce the Big Idea: <i>President Washington and members of Congress established a new national government. Ask: Have you ever started something, such as a club? How hard was it to think up new ways of doing something? Did you think others would follow your lead?</i> Tell students to think about being the first to do something as they read this lesson.</p> <p>2. Practice/Assess/Inquire Give each student three note cards. Have students write one of the lesson’s segment headings on each card. On the back of the first two cards,</p>

	<p>have students record the actions Washington and Congress took to organize the national government. On the back of the third card, have students record Americans' expectations for the new government.</p> <ol style="list-style-type: none"> 3. Explore (Collaborative Exploration) Have students share the information on their note cards. 4. Whole Group Close/Reflect Have each student take on the role of an American in 1790 and write a journal entry describing his or her emotions about Washington's election.
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<p>Teaching Strategies/Materials</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, Online videos, physical media, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</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>
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<p>Connections to other content areas:</p> <p>RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p>RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).</p> <p>RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.</p> <p>RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <p>W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
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W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Resources

- HMH Ed. Series
- iCivics.org

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 th Grade
Module 8: War and Expansion in the Americas	Pacing 3 Weeks (September-October)
Lesson 1: The Coming of War Lesson 2: The War of 1812 Lesson 3: Settling International Issues	
Essential Question	Objectives
How should the war of 1812 be remembered?	SWBAT identify how violations of U.S. neutrality led Congress to enact a ban on trade. - Native Americans, Great Britain, and the United States came into conflict in the West. - The War Hawks led a growing call for war with Great Britain.
Core Standards	Classroom Applications
SOC.6.1.8.CivicsHR.3.b SOC.6.1.8.CivicsHR.3.c SOC.6.1.8.HistoryCC.3.c SOC.6.1.8.CivicsDP.4.a SOC.6.1.8.GeoSV.4.a SOC.6.1.8.EconET.4.b	<p>1. Whole Class Open/Introduction</p> <p>If YOU Were There . . . Would you obey the law or turn to smuggling?</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>OBEYING the law: You have faith in the nation’s leaders. You believe you’ll come out ahead in the end. You do not wish to be arrested.</p> <p>Turning to SMUGGLING: Without business, you cannot feed your family. Others are profiting, and you want to as well. It would give you something to do.</p> <p>1. Direct Teach Introduce the Big Idea: <i>Challenges at home and abroad led the United States to declare war on Great Britain.</i> Then read each lesson segment’s main idea statement and Reading Check question. Discuss with students the laws established under the</p>

	<p>Embargo Act and Non-Intercourse Act, the actions Tecumseh took to resist U.S. settlers, and the reasons why the United States declared war in 1812.</p> <ol style="list-style-type: none"> 2. Practice/Assess/Inquire Have students use the lesson and the timeline (in the print edition lesson) to create their own drawing of the Road to the War of 1812. Students should draw a winding road and alongside it provide annotations and illustrations depicting the main events and issues covered in this lesson. 3. Explore (Collaborative Exploration) Have students use their drawings to review the causes of the War of 1812. 4. Whole Group Close/Reflect Have each student create a recruitment poster urging Americans to enlist in the fight against the British. Students should include at least two reasons for the war.
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<p>Teaching Strategies/Materials</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, Online videos, physical media, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p>
<p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</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>Connections to other content areas:</p>

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Resources

- HMH Ed. Series
- iCivics.org

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Presentations

- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 7	
Subject: Social Studies	Grade Level: 7th Grade
Module 9: A New National Identity	Pacing 3 Weeks (October-November)
Lesson 1: American Foreign Policy Lesson 2: Nationalism and Sectionalism Lesson 3: American Culture	
Essential Question	Objectives
Why did America’s national identity change the early 1800s?	SWBAT identify how the success in foreign affairs contributed to a growing sense of American nationalism. - The Monroe Doctrine was a major shift in American Foreign Policy.
Core Standards	Classroom Applications
SOC.6.1.8.A.3.D SOC.6.1.8.A.3.A SOC.6.1.8.CS3 SOC.6.1.8.A.3.C SOC.6.1.8.C.3.A SOC.6.1.8.A.3.B SOC.6.1.8.C.3.B SOC.6.1.8.A.4.A. SOC.6.1.8.A.3.G SOC.6.1.8.A.2.C SOC.6.1.8.A.2.B SOC.6.1.8.D.3.G SOC.6.1.8.A.3.E SOC.6.1.8.A.3.F SOC.6.1.8.A.2.A	<p>1. Whole Class Open/Introduction</p> <p>If YOU Were There . . . What effect will this treaty have on your livelihood?</p> <p>Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.</p> <p>NEGATIVE effects of the treaty: more competition, decreased chance for catching animals, less demand for your services, cheaper prices</p> <p>POSITIVE effects of the treaty: might learn new techniques to improve your yield, legal right to trap means others cannot prohibit you from hunting, greater distribution of furs may lead to increased demand</p> <p>1. Direct Teach Introduce the Big Idea: <i>Nationalism helped guide American foreign policy in the early 1800s.</i> Define nationalism and discuss how it grew after the War of 1812. Explain the ideas expressed in</p>

	<p>the Monroe Doctrine and how they changed U.S. foreign policy.</p> <ol style="list-style-type: none"> 2. Practice/Assess/Inquire As students complete the lesson, create and display a concept web, with one large circle labeled nationalism and the other labeled Monroe Doctrine. Ask students to fill in the additional circles as they read the lesson. 3. Explore (Collaborative Exploration) As you review the lesson's main ideas, have students help you complete a master copy of the concept web. 4. Whole Group Close/Reflect Have students create a concept card that explains nationalism in the early United States and the Monroe Doctrine. Concept cards should include an explanatory paragraph, an original slogan, a simple chart, and an illustration.
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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, Online videos, physical media, Internet, Technology (Smart Board, 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:

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Resources

- HMH Ed. Series
- iCivics.org

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Presentations
- Collaboration

- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 7	
Subject: Social Studies	Grade Level: 7th Grade
Module 10: The Age of Jackson	Pacing 3 Weeks (November - December)
Lesson 1: Jacksonian Democracy Lesson 2: Jackson’s Administration Lesson 3: Indian Removal	
Essential Question	Objectives
Did Andrew Jackson advance the cause of democracy?	SWBAT identify how democracy expanded in the 1820s as more Americans held the right to vote. - Jackson's victory in the election of 1828 marked a change in American politics.
Core Standards	Classroom Applications
SOC.6.1.8.CivicsDP.4.a SOC.6.1.8.CivicsDP.3.a SOC.6.1.8.HistoryUP.3.b SOC.6.1.8.HistoryUP.3.c SOC.6.1.8.GeoSV.4.a	<p>1. Whole Class Open/Introduction</p> <p>If YOU Were There . . . How would you feel about having Jackson as your president?</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>PROS of Jackson’s election to the presidency: He’s a man of the people. He’s a popular war hero. He will defend the rights of the common people.</p> <p>CONS of Jackson’s election to the presidency: He may lack the necessary leadership skills. He may lack the dignity and culture to represent the nation well. He may lack the character needed to make sound decisions.</p> <p>1. Direct Teach Introduce the Big Idea: <i>The expansion of voting rights</i></p>

	<p><i>and the election of Andrew Jackson signaled the growing power of the American people. Ask: What contributed to Andrew Jackson’s popularity? What democratic reforms were achieved in the early 1800s? How did Jackson’s supporters view his victory in 1828?</i></p> <ol style="list-style-type: none"> 2. Practice/Assess/Inquire Have student pairs create an acrostic using the term <i>Jacksonian Democracy</i>. For each letter in <i>Jacksonian Democracy</i>, students should find a key term, figure, event, or issue from the lesson that includes that letter. Students should write the terms horizontally so that the letters in <i>Jacksonian Democracy</i> align vertically. 3. Explore (Collaborative Exploration) Have students share and explain terms from their completed acrostics. 4. Whole Group Close/Reflect Have students imagine they have just attended a Jackson inauguration party. Have each student write a journal entry about the election, the party, and the expansion of democracy.
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<p>Teaching Strategies/Materials</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, Online videos, physical media, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p>

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:

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Resources

<ul style="list-style-type: none"> • HMH Ed. Series • iCivics.org
Unit Assessment Opportunities:
<ul style="list-style-type: none"> • Response Sheets • Observations, Questioning, and discussions • Presentations • Collaboration • Projects • Rubrics • Unit Test

Curriculum Guide Grade 7	
Subject: Social Studies	Grade Level: 7th Grade
Civics Part 1	Pacing 12 weeks (January – March)
Essential Question	Objectives
Core Standards	Classroom Applications
SOC.6.1.8.CivicsPI.3.a SOC.6.1.8.CivicsPI.3.b SOC.6.1.8.CivicsPI.3.c SOC.6.1.8.CivicsPI.3.d SOC.6.1.8.CivicsPD.3.a SOC.6.1.8.CivicsDP.3.a SOC.6.1.8.CivicsHR.3.a SOC.6.1.8.CivicsHR.4.a SOC.6.2.8.CivicsPI.2.a SOC.6.2.8.CivicsHR.2.a SOC.6.2.8.CivicsPI.3.a SOC.6.2.8.CivicsDP.3.a SOC.6.2.8.CivicsDP.3.b SOC.6.2.8.CivicsHR.3.a SOC.6.2.8.CivicsPI.4.a SOC.6.2.8.CivicsDP.4.a	CIVICS: FOUNDATIONS OF GOVERNMENT: The Sovereign State CIVICS: FOUNDATIONS OF GOVERNMENT: Who Rules? CIVICS: FOUNDATIONS OF GOVERNMENT: A Dive Into Democracy CIVICS: FOUNDATIONS OF GOVERNMENT: Limiting Government CIVICS: FOUNDATIONS OF GOVERNMENT: Rule of Law
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, Online videos, physical media, 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:

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

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Unit Resources

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Unit Assessment Opportunities:
<ul style="list-style-type: none"> • Response Sheets • Observations, Questioning, and discussions • Presentations • Collaboration • Projects • Rubrics • Unit Test

Curriculum Guide Grade 7	
Subject: Social Studies	Grade Level: 7th Grade
Civics Part 2	Pacing 12 weeks (April - June)
	<p>CIVICS: Road to the Constitution: America's Founding Preambles</p> <p>CIVICS: Road to the Constitution: Hey King, Get Off Our Backs!</p> <p>CIVICS: Road to the Constitution: Wanted: A Just Right Government</p> <p>CIVICS: Constitution: Anatomy of the Constitution</p> <p>CIVICS: Immigration Nation</p> <p>CIVICS: Counties Work</p>
Essential Question	Objectives
	<p>SWBAT:</p> <ul style="list-style-type: none"> - Explain the structure, function, and powers of the U.S. government as established in the Constitution. - Identify the roles of the three branches of government. - Describe the constitutional amendment process. - Interpret the intentions of the Preamble of the Constitution.

Core Standards	Classroom Applications
<p>SOC.6.3.8.CivicsPI.1 SOC.6.3.8.CivicsPI.2 SOC.6.3.8.CivicsPI.3 SOC.6.3.8.CivicsPI.4 SOC.6.3.8.CivicsPD.1 SOC.6.3.8.CivicsPD.3 SOC.6.3.8.CivicsDP.1 SOC.6.3.8.CivicsDP.2 SOC.6.3.8.CivicsDP.3 SOC.6.3.8.CivicsPR.1 SOC.6.3.8.CivicsPR.2 SOC.6.3.8.CivicsPR.3 SOC.6.3.8.CivicsPR.4 SOC.6.3.8.CivicsPR.5 SOC.6.3.8.CivicsPR.6 SOC.6.3.8.CivicsPR.7 SOC.6.3.8.CivicsHR.1</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, Online videos, physical media, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</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>	
Connections to other content areas:	
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SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Resources

- HMH US History Book
- HMH US History Online Edition
- iCivics.org

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

Module 13: The North	Pacing 4 Weeks (September)
Lesson 1: The Industrial Revolution in America Lesson 2: Changes in Working Life Lesson 3: The Transportation Revolution Lesson 4: More Technological Advances	
Essential Question	Objectives
How did the Industrial Revolution help shape life in the North?	<p>SWBAT</p> <ul style="list-style-type: none"> - Identify that the invention of new machines in Great Britain led to the beginning of the Industrial Revolution. - The development of new machines and processes brought the Industrial Revolution to the United States. - Despite a slow start in manufacturing, the United States made rapid improvements during the War of 1812. - Identify how Hamilton tackled the problem of settling national and state debt. - Thomas Jefferson opposed Hamilton's views on government and the economy. - Hamilton created a national bank to strengthen the U.S. economy. - Identify how the Transportation Revolution affected trade and daily life. - The steamboat was one of the first developments of the Transportation Revolution. - Railroads were a vital part of the Transportation Revolution. - The Transportation Revolution brought many changes to American life and industry. - Understand how the telegraph made swift communication possible from coast to coast. - With the shift to steam power, businesses built new factories closer to cities and transportation centers. - Improved farm equipment and other labor-saving devices made life easier for many Americans. - New inventions changed lives in American homes.
Core Standards	Classroom Applications
SOC.6.1.8.HistoryCC.5.a SOC.6.1.8.HistoryCC.5.b SOC.6.1.8.HistoryCC.5.c SOC.6.1.8.HistoryUP.5.b	1. Whole Class Open/Introduction

SOC.6.1.8.HistoryCC.5.d
SOC.6.1.8.HistoryCC.5.g
SOC.6.2.8.HistoryCC.1.a

If YOU Were There . . . Would you still be able to earn the same amount of money for your family? Why or why not?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

Consider feeling **EXCITED** about using the new technology: Greater efficiency could increase profit, the machines could free up your time, and technology is often inspiring.

Consider feeling **APPREHENSIVE** about using the new technology: The machines may be too expensive, quality standards might decrease, and the machines would limit your control over the clothmaking process.

1. **Direct Teach** Introduce the Big Idea: *The Industrial Revolution transformed the way goods were produced in the United States.* Discuss how the invention of new machines led to the Industrial Revolution. Explain that despite a slow start, the United States made rapid improvements in manufacturing during the War of 1812.
2. **Practice/Assess/Inquire** Create a flow chart by writing the lesson's main ideas in large, vertically stacked boxes. Have students copy the flow chart and complete it by entering supporting details about the main ideas into the boxes.
3. **Explore (Collaborative Exploration)** Have students share the information in their flow charts and discuss the cause-and-effect

	<p>connections among events. Ask students to explain how the lesson's main ideas relate.</p> <p>4. Whole Group Close/Reflect Have students create poster-sized, illustrated versions of their flow charts.</p>
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<p>Teaching Strategies/Materials</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, Online videos, physical media, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</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>
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<p>Connections to other content areas:</p> <p>RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.</p> <p>RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.</p> <p>RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <p>W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or</p>

feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Resources

- HMH US History Book
- HMH US History Online Edition

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
Module 14: The South	Pacing 4 Weeks (October-November)
Lesson 1: Growth of the Cotton Industry Lesson 2: Southern Society Lesson 3: Slavery in the South Lesson 4: The South	
Essential Question	Objectives
How important was slavery for the economy and society of the South?	<p>SWBAT</p> <ul style="list-style-type: none"> - Understand how the invention of the cotton gin revived the economy of the South. - The cotton gin created a cotton boom in which farmers grew little else. - Some people encouraged southerners to focus on other crops and industries. - identify the four main groups of Southern society and culture - Free African Americans in the South faced a great deal of discrimination. - identify how slaves faced harsh living conditions in the South. - A common African American culture developed in the South, which helped slaves to survive the cruelties of slavery. - Slave rebellions drew a harsh response from white southerners. - -
Core Standards	Classroom Applications
<p>SOC.6.1.8.HistoryCC.5.a SOC.6.1.8.HistoryCC.5.b SOC.6.1.8.HistoryCC.5.c SOC.6.1.8.HistoryUP.5.b SOC.6.1.8.HistoryCC.5.d SOC.6.1.8.HistoryCC.5.g SOC.6.2.8.HistoryCC.1.a</p>	<p>1. Whole Class Open/Introduction</p> <p>If YOU Were There . . . How might this machine change your 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 the BENEFITS: the job becomes less tedious, the machine frees you up to do other things, increased production could result in personal gain</p>

	<p>Consider the DIFFICULTIES: the pace of work increases, the farm owner now expects you to do other things, machines make competition with other farms more intense</p> <ol style="list-style-type: none"> 1. Direct Teach Introduce the Big Idea: <i>The invention of the cotton gin made the South a one-crop economy and increased the need for slave labor.</i> Have students discuss whether it is good if an economy produces only one product or provides only one service very efficiently. 2. Practice/Assess/Inquire As students complete the lesson, have them use information in the lesson to write brief encyclopedia entries about the cotton gin that answer the questions <i>who, what, when, where, how, and why.</i> 3. Explore (Collaborative Exploration) As you review the lesson, invite volunteers to read aloud portions of their encyclopedia entries. 4. Whole Group Close/Reflect Ask students to imagine they are southern farm workers who spent all day removing seeds from just one pound of cotton. Have them write journal entries reacting to news of the invention of the cotton gin.
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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, Online videos, physical media, 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:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Resources

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- HMH US History Online Edition

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Presentations

- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 8	
Subject: Social Studies	Grade Level: 8 th Grade
Module 15: Slavery in the United States	Pacing 5 Weeks (November-January)
Lesson 1: Beginnings of Slavery in the Americas Lesson 2: The Slave System Lesson 3: The Movement to End Slavery Lesson 4: The Politics of Slavery	
Essential Question	Objectives
How did slavery shape life in the United States?	<p>SWBAT</p> <ul style="list-style-type: none"> - identify how European diseases wiped out much of the Native American population, causing colonists to look for a new labor force. - Europeans enslaved millions of Africans and sent them to work in their colonies. - Slaves in the Americas created distinct cultures. -
Core Standards	Classroom Applications
<p>SOC.6.1.8.D.4.B SOC.6.1.8.CS4 SOC.6.1.8.C.5.A SOC.6.1.8.CS5 SOC.6.1.8.D.5.A SOC.6.1.8.D.3.E SOC.6.1.8.A.2.B SOC.6.1.8.D.5.D SOC.6.1.8.D.5.B SOC.6.1.8.CS2 SOC.6.1.8.D.4.C SOC.6.1.8.D.5.C SOC.6.1.8.C.2.A SOC.6.1.8.B.5.A SOC.6.1.8.C.3.C</p>	<p>1. Whole Class Open/Introduction</p> <p>If YOU Were There . . . Will you stay with your family or try to flee?</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 reasons FOR escaping: to have freedom from slavery, to escape forced labor, to have opportunity for a new life</p> <p>Consider reasons AGAINST escaping: to stay with family, to avoid being captured and punished, to avoid being killed</p> <p>1. Direct Teach Introduce the Big Idea: <i>Europeans forced millions of African slaves to work in their colonies.</i> Ask students to share</p>

	<p>what they know about slavery. Explain why a new labor force was needed due to the effects of European diseases. Then describe the development of the slave trade. Conclude with examples of slave culture, such as religion and folktales.</p> <ol style="list-style-type: none"> 2. Practice/Assess/Inquire Have students create flashcards that include major events or terms leading up to and involved in the growth of slavery in the Americas. Tell students to list the event or important term on one side and an explanation or definition on the other side 3. Explore (Collaborative Exploration) Have students work in pairs to review the lesson with their flashcards. 4. Whole Group Close/Reflect Assign students to use the information on their flashcards to create cause-and-effect charts about the growth of slavery in the Americas. Have volunteers share their charts with the class.
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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, Online videos, physical media, 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:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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Unit Resources

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Unit Assessment Opportunities:

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

Curriculum Guide Grade 8	
Subject: Social Studies	Grade Level: 8th Grade
Module 17: A Divided Nation	Pacing 5 Weeks (February-March)
Lesson 1: The Debate over Slavery Lesson 2: Trouble in Kansas Lesson 3: Political Divisions Lesson 4: The Nation Divides	
Essential Question	Objectives
Could the Civil War have been avoided?	SWBAT identify how the addition of new land in the West renewed disputes over the expansion of slavery. - The Compromise of 1850 tried to solve the disputes over slavery. - The Fugitive Slave Act caused more controversy. - Abolitionists used antislavery literature to promote opposition.
Core Standards	Classroom Applications
SOC.6.1.8.D.4.B SOC.6.1.8.CS4 SOC.6.1.8.C.5.A SOC.6.1.8.CS5 SOC.6.1.8.D.5.A SOC.6.1.8.D.3.E SOC.6.1.8.A.2.B SOC.6.1.8.D.5.D SOC.6.1.8.D.5.B SOC.6.1.8.CivicsHR.4.a SOC.6.1.8.GeoSV.4.a SOC.6.1.8.CS2 SOC.6.1.8.D.4.C SOC.6.1.8.D.5.C SOC.6.1.8.C.2.A SOC.6.1.8.B.5.A SOC.6.1.8.C.3.C	<p>1. Whole Class Open/Introduction</p> <p>If YOU Were There . . . What would you tell the federal marshals?</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 being COOPERATIVE: Tell them the truth. Tell them you will help them in any way you can. Invite them in to get further details.</p> <p>Consider being UNCOOPERATIVE: Tell them that you will not help. Indicate your</p>

awareness of the law and of your rights.
Shut the door in their faces.

1. **Direct Teach** Introduce the Big Idea: *Antislavery literature and the annexation of new lands intensified the debate over slavery.* Ask students how Americans learn about controversial social and political issues today. Ask them to consider how Americans in the 1850s may have learned about the issue of slavery.
1. **Practice/Assess/Inquire** Discuss the main events in this lesson related to the growing tensions over slavery. Have students create annotated timelines covering these events. Students' timelines should provide brief captions explaining the significance of each entry.
1. **Explore (Collaborative Exploration)** Have students check their timelines to see if they accurately traced the main events in the lesson.
1. **Whole Group Close/Reflect** Have students copy their timelines onto a larger piece of paper and then illustrate at least four of the events.

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, Online videos, physical media, 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:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

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RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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Unit Resources

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Unit Assessment Opportunities:

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- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Curriculum Guide Grade 8	
Subject: Social Studies	Grade Level: 8 th Grade
Module 18: The Civil War	Pacing 6 Weeks (March - April)
Lesson 1: The War Begins Lesson 2: The War in the East Lesson 3: The War in the West Lesson 4: Daily Life during the War Lesson 5: The Tide of War Turns	
Essential Question	Objectives
How did the Civil War transform the nation?	SWBAT identify that following the outbreak of war at Fort Sumter, Americans chose sides. - The Union and the Confederacy prepared for war.
Core Standards	Classroom Applications
SOC.6.1.8.D.4.B SOC.6.1.8.CS4 SOC.6.1.8.C.5.A SOC.6.1.8.CS5 SOC.6.1.8.D.5.A SOC.6.1.8.D.3.E SOC.6.1.8.A.2.B SOC.6.1.8.D.5.D SOC.6.1.8.D.5.B SOC.6.1.8.CivicsHR.4.a SOC.6.1.8.GeoSV.4.a SOC.6.1.8.CS2 SOC.6.1.8.D.4.C SOC.6.1.8.D.5.C SOC.6.1.8.C.2.A SOC.6.1.8.B.5.A SOC.6.1.8.C.3.C	<p>1. Whole Class Open/Introduction</p> <p>If YOU Were There . . . Would you join the Union or the Confederate army?</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 your LOYALTIES: to your country, to your state, to your family, to your friends</p> <p>Consider the CONSEQUENCES: for yourself, for your family, for your state, for your country</p> <ol style="list-style-type: none"> Direct Teach Introduce the Big Idea: <i>Civil war broke out between the North and the South in 1861.</i> Ask: <i>How is a civil war similar to a war between two different countries? How is it different? What things might make a civil war more difficult to wage than one between two separate countries?</i> Practice/Assess/Inquire Discuss the crisis Lincoln faced upon

	<p>becoming president, including his views on secession. Then discuss how the attack on Fort Sumter triggered the outbreak of the Civil War. Draw a jagged circle for students to see and label it <i>Fort Sumter</i>. Below the circle, draw two large boxes and label them <i>Americans Choose Sides</i> and <i>Preparing for War</i>.</p> <ol style="list-style-type: none"> Explore (Collaborative Exploration) Have students help you complete each box by listing main ideas for that topic. Have students copy the completed chart. Whole Group Close/Reflect Have each student write a journal entry from the point of view of someone in the North or the South expressing his or her views on the outbreak of war.
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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, Online videos, physical media, 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:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

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W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Resources

- HMH US History Book
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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
Module 19: Reconstruction	Pacing 5 Weeks (April - May)
Lesson 1: According to Plan Lesson 2: Freedom and Opportunity Lesson 3: Rights and Wrongs	
Essential Question	Objectives
What is the Legacy of Reconstruction?	SWBAT identify how the Union tried to divide the Confederate army at Fredericksburg, but the attempt failed. - The Battle of Gettysburg in 1863 was a major turning point in the war. - During 1864, Union campaigns in the East and South dealt crippling blows to the Confederacy. - Union troops forced the South to surrender in 1865, ending the Civil War.
Core Standards	Classroom Applications
SOC.6.1.8.D.4.B SOC.6.1.8.CS4 SOC.6.1.8.C.5.A SOC.6.1.8.CS5 SOC.6.1.8.D.5.A SOC.6.1.8.D.3.E SOC.6.1.8.A.2.B SOC.6.1.8.D.5.D SOC.6.1.8.D.5.B SOC.6.1.8.CivicsHR.4.a SOC.6.1.8.GeoSV.4.a SOC.6.1.8.CS2 SOC.6.1.8.D.4.C SOC.6.1.8.D.5.C SOC.6.1.8.C.2.A SOC.6.1.8.B.5.A SOC.6.1.8.C.3.C	<p>Whole Class Open/Introduction</p> <p>If YOU Were There . . . What would you think your future on the farm would be like?</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 the CHALLENGES: The nation must begin to rebuild. Patience and confidence will be necessary. In the South, an entirely new way of doing business must be established.</p> <p>Consider the OPPORTUNITIES: People want a fresh start. The need for building materials and workers will create many new jobs. There is now the chance for prosperity for former slaves.</p>

	<p>1. Direct Teach Introduce the Big Idea: The nation faced many problems in rebuilding the Union. Discuss the different views of Lincoln and Congress. Explain that the end of the war meant freedom for African Americans and the beginning of the Reconstruction process.</p> <p>2. Practice/Assess/Inquire Have students examine each of the main ideas for this lesson. As students read the lesson, ask them to create as many questions for each main idea as they can.</p> <p>3. Explore (Collaborative Exploration) As students review the lesson, ask them to provide answers for each of the questions they created. Share all questions and answers with the class.</p> <p>4. Whole Group Close/Reflect Have students use their questions and answers to write a one-page summary about the effect that rebuilding the South had on American society.</p>
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<p>Teaching Strategies/Materials</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, Online videos, physical media, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</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>
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<p>Connections to other content areas:</p> <p>RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.</p>

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

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Curriculum Guide Grade 8	
Subject: Social Studies	Grade Level: 8th Grade
Module 20: The Industrial Age	Pacing 4 Weeks (May - June)
Lesson 1: The Second Industrial Revolution Lesson 2: Big Business Lesson 3: Industrial Workers	
Essential Question	Objectives
How revolutionary was the Second Industrial Revolution?	SWBAT Identify that: <ul style="list-style-type: none"> - Breakthroughs in steel processing led to a boom in railroad construction. - Advances in the use of oil and electricity improved communication and transportation. - A rush of inventions changed Americans' lives.
Core Standards	Classroom Applications
SOC.6.1.8.EconNE.4.a SOC 6.1.8.EconNE.4.b	<ol style="list-style-type: none"> 1. Whole Class Open/Introduction If YOU Were There . . . Which of these inventions would you find most amazing? Review the scenario with students and lead a class discussion to respond to the question. You may wish to review the following points to frame your discussion. The benefits of ELECTRICITY: comes right to the home, eliminates the need for kerosene, a flammable liquid with a bad odor The benefits of the TELEPHONE: spreads news quickly, helps handle emergencies, brings people closer together 2. Direct Teach Introduce the Big Idea: The Second Industrial Revolution led to new sources of power and advances in transportation and communication. Recall with students the inventions of the first Industrial Revolution and the improvements in transportation in the early 1800s. Explain that the Second Industrial Revolution built on these changes. Discuss the effects that new technologies and

	<p>new sources of power could have on the lives of Americans.</p> <ol style="list-style-type: none"> 3. Practice/Assess/Inquire Have each student use a blank outline map of the United States to locate and identify the places discussed in the lesson. Students should also create a key or legend identifying the reason the place is important. 4. Explore (Collaborative Exploration) Have students work in groups to share and compare their maps. 5. Whole Group Close/Reflect Have students select an event from their maps that they feel had a great effect on daily life and write essays explaining and defending their choices.
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Teaching Strategies/Materials

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