

Pacing Guide

Content Area: Social Studies

Grade Level: K

Unit 1: Being a Good Citizen	September – Mid November
Unit 2: All About Communities	Mid November – January
Unit 3: Citizens Working Together	February – Mid April
Unit 4: Living and Learning	Mid-April - June
Unit 5: Celebrating Our Heritage	Ongoing Throughout the Year

Content Area: Social Studies	Grade Level : Kindergarten
Unit Title: Being a Good Citizen	
Interdisciplinary Connections: <u>English Language Arts:</u>	
CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	
CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions	
CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.	
CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
<u>21st Century Standards</u>	
Career Ready Practices	
CRP1. Act as a responsible and contributing citizen and employee	
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
CRP9. Model integrity, ethical leadership and effective management	
21st Century Themes:	
• Global Awareness •Civic Literacy	
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use	

Unit 1. Being a Good Citizen	Time Frame: 10 Weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines. • 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs. • 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.P.D.1 Describe characteristics of oneself, one’s family, and others. • 6.1.P.D.4 Learn about and respect other cultures within the classroom and community. <p>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.3.4. A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • To become a respectful citizen, manners are imperative. • Our world would be chaos if we didn’t follow rules and laws. • Laws are rules people in a community must follow to get along. • Good citizens follow the rules and laws to stay safe. • A community has rules called laws. • Apply the qualities of good citizenship by following rules and laws. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to be respectful and kind? • What are some rules of the school/classroom and how do they help us? • What would happen if we didn’t have rules and laws? • What does it mean to be a responsible citizen at home, at school, and at play?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Begin to help children understand his/her responsibilities as a member of a family, classroom, and community. • Respect and follow rules throughout life experiences. • Identify various types of families and family celebrations. • Apply the qualities of good citizenship by following rules and laws. • Identify the qualities of good citizenship and recognize ways to show good citizenship. • Recognize the way rules and laws help communities. • Learn manners, respect, kindness and necessity of both in order to live and play pleasantly where each has the opportunity to grow, learn and feel safe. 	

<p>Demonstration of Learning:</p> <ul style="list-style-type: none">• Students will draw and label a picture of themselves demonstrating being a good citizen and following a rule of the class room	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">• Assign students jobs in the classroom.• Collaborate to create classroom rules.• List ways rules and laws help people.• Define the terms rules and laws.• Identify ways to resolve conflicts.• Recognize consequences of breaking rules.• Define what a good citizen is and have students share personal stories about when they exhibited citizenship.• Create a visual representation of classroom rules.• Create stick puppets of community helpers.• Corresponding chapters in social studies text
<p>Technology Integration:</p> <ul style="list-style-type: none">• http://scholastic.com• http://socialstudiesforkids.com• http://brainpop.com• http://primarygames.com• http://www.pbskids.org• http://www.pppst.com	<p>Resources:</p> <p>Read Aloud Books</p> <ul style="list-style-type: none">• <i>Rules Help</i> by Marvin Buckley• <i>Class Rules</i> by Jacob Fink• <i>Chrysanthemum</i> by Kevin Henkes• <i>The Kissing Hand</i> by Audrey Penn• <i>Never Spit on Your Shoes</i> by Denys Cazet• <i>Jason Takes Responsibility</i> by Virginia Kroll• <i>Share and Take Turns (Learning to Get Along)</i> by Cheri Meiners <p>Social Studies Text- McGraw-Hill –<u>Living, Learning, Working Together</u></p>

Content Area: Social Studies	Grade Level : Kindergarten		
Unit Title: All About Communities			
<p>Interdisciplinary Connections: <u>English Language Arts:</u> CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges. CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><u>21st Century Standards</u> Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management</p> <p><u>9.2 Career Awareness</u> 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home and community.</p>			
<p>21st Century Themes: • Global Awareness •Civic Literacy</p> <p>21st Century Skills:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others </td> </tr> </table>		<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
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<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>			

Unit 2. All About Communities	Time Frame: 10 Weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1. P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs. • 6.1. P.A.3 Demonstrate appropriate behavior when collaborating with others. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.1. P.B.1 Develop an awareness of the physical features of the neighborhood/community. • 6.1. P.B.2 Identify, discuss, and role-play the duties of a range of community workers. • 6.1. 4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1. P.D.1 Describe characteristics of oneself, one’s family, and others. • 6.1. P.D.2 Demonstrate an understanding of family roles and traditions. • 6.1 .P.D.4 Learn about and respect other cultures within the classroom and community. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • A neighbor is someone who lives in the same neighborhood. • A community is a place where people live, work and have fun together. • A community is a place where people interact with one another in many ways and depend on one another. • There are different kinds of communities (families, schools, and neighborhood). • We live in a borough which is part of a state, country, continent and planet. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is a neighbor? • What is a community? • How are communities different? • Where do we live in the world?
<p>Knowledge and Skills:</p> <p>Students will</p> <ul style="list-style-type: none"> • Identify the characteristics of different communities, including specific areas -park, bank, post office pizzeria, supermarket etc. • Understand one’s role as a member of society – family, peer groups, teams. • Discuss, and role-play the duties of a range of community workers. • Recognize that community members work together for the common good. • Identify a globe as a model of the earth. • Identify North America on a globe. • Distinguish between land and water on a globe. • Understand that there is more water than land on the Earth. 	

<p>Demonstration of Learning:</p> <ul style="list-style-type: none">• Draw a picture of a community worker and describe the role that person has in the community.• Color a picture of the globe. Use green crayon for the land and blue crayon for the water.	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">• Define a citizen as a member of our society (i.e. a member of our classroom, our school, of a family, of Woodland Park, etc.)• Discuss why communities exist.• Read <i>Me on the Map</i> – Create a book based on the story.• Discuss members of a family. Students draw a picture of their family.• Examine a globe and a flat map. Compare and contrast them.• Identify North America and New Jersey on a map.• Identify north, south, east and west.• Learn house number, street, town and state – address.• Compare and contrast land and water quantity – play throw the globe game.
<p>Technology Integration</p> <ul style="list-style-type: none">• http://scholastic.com• http://socialstudiesforkids.com• http://brainpop.com• http://primarygames.com• http://www.planning.org/kidsandcommunity/• http://www.pbskids.org• http://www.googleearth.com• http://www.pppst.com• http://worldatlas.com/aatlas/infopage/comprose.htm• http://www.m-w.com/maps/mwmapssn.html• http://www.map-reading.com	<p>Resources:</p> <ul style="list-style-type: none">• <i>Me on the Map</i> by Joan Sweeney• <i>Franklin’s Neighborhood</i> by Paulette Bourgeoise• <i>Uptown</i> by Bryan Collier• <i>Next Stop Grand Central</i> by Maira Kalman• <i>Town and Country</i> by Alice Provensen and Martin Provensen• <i>Grandpa’s Corner Store</i> by Dyanne Disalvo-Ryan• <i>Our Earth</i> by Anne Rockwell• <i>National Geographic Our World: A Child’s First Picture Atlas</i>• <i>Families are Different</i> by Nina Pellegrini• <i>All I Am</i> by Eileen Roe• <i>My Best Friend</i> by Pat Hutchins. <p>Social Studies Text- McGraw-Hill –<u>Living, Learning, Working Together</u></p>

Content Area: Social Studies	Grade Level : Kindergarten
Unit Title: Citizens Working Together	
Interdisciplinary Connections: <u>English Language Arts:</u>	
CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	
CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions	
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<u>21st Century Standards Career Ready Practices</u>	
CRP1. Act as a responsible and contributing citizen and employee	
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
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<u>21st Century Themes:</u>	
• Global Awareness •Civic Literacy	
<u>21st Century Skills:</u>	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
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Unit 3. Citizens Working Together	Time Frame: 10 Weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government. • 6.1.4.A.8 Compare and contrast how government functions at the community, county, state and national levels, the services provided, and the impact of policy decisions made at each level. • 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. • 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. • 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.P.D.4 Learn about and respect other cultures within the classroom community. <p>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Citizens follow rules and laws to stay safe. • Citizens must interact with each other in responsible ways as they work, learn, and play. • A good citizen makes his or her country and community a better place. • A good citizen follows the rules. • A good citizen is a member of the community • Good citizens work together to help each other • We vote by election to choose our country’s leaders. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes a good citizen? • What does a good citizen act? • How are people different but also the same? • How do we vote? (Leaders)

Knowledge and Skills:

Students will...

- Examine the Holocaust and discuss respect and making our world a better place.
- Examine a world without rules to understand the need for rules and laws to be established.
- Begin to understand varying viewpoints of people and turning points
- Begin to understand voting and electing leaders.
- Describe the responsibilities and characteristics of a good leader.
- Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility.

Demonstration of Learning:

- Draw and explain a leader in society who is/was a good citizen.

Suggested Tasks and Activities:

- Illustrate a leader in the community, state, or country.
- List the responsibilities and characteristics of a good leader.
- Define the qualities of a good citizen in their community.
- Conduct a class election about an issue of local importance. Take a vote
- Invite a police officer to come and speak to your class about rules and laws.

Technology Integration:

- <http://scholastic.com>
- <http://socialstudiesforkids.com>
- <http://brainpop.com>
- <http://pppst.com>

Resources: Read Aloud Books

- Woodrow, the White House Mouse by P.C. Barnes
- The Honest to Goodness Truth by Patricia McKissack
- The Day Gogo Went to Vote, South Africa, 1994 by Elinor Sisulu
- If I Were President by Catherine Stier
- A Big Cheese for the White House: The True Tale of a Tremendous Cheddar by Candace Fleming
- So You Want To Be President by Judith St. George
- The Night Worker by Kate Banks
- E-Mail by Larry Dane Brimner
- Market Day by Lois Ehlert
- A Busy Day at Mr. Kang's Grocery Store by Alice K. Flanagan
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Social Studies Text- McGraw-Hill –Living, Learning, Working Together

Content Area: Social Studies	Grade Level : Kindergarten
Unit Title: Living and Learning	
Interdisciplinary Connections: <u>English Language Arts:</u>	
CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	
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<u>21st Century Standards Career Ready Practices</u>	
CRP1. Act as a responsible and contributing citizen and employee.	
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
CRP9. Model integrity, ethical leadership and effective management.	
<u>9.1 Personal Financial Literacy</u>	
B. Money Management	
9.1.4.B.1 Differentiate between financial wants and needs.	
9.1.4.B.5 Identify ways to earn and save.	
21st Century Themes:	
• Global Awareness •Civic Literacy	
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Unit 4. Living and Learning	Time Frame: 10 Weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none">• 6.1. P.B.1. Develop an awareness of the physical features of the neighborhood/community.• 6.1. P.B.2 Identify, discuss, and role-play the duties of a range of community workers. <p>C. Economics, Innovation and Technology</p> <ul style="list-style-type: none">• 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations.• 6.1.4.C.4 Describe how supply and demand influence price and output of products.• 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.• 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.• 6.1.4.C.18 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then the information age.	
<p>Enduring Understanding:</p> <ul style="list-style-type: none">• Communities need both farms and factories to produce goods for survival.• Needs are things people must have in order to live and wants are things that people would like to have but do not need in order to live.• Goods are things that are made or grown/people buy or sell them and a service is something that people do for others.• Individuals need basic goods and services for everyday life.	<p>Essential Questions:</p> <ul style="list-style-type: none">• Which is more important to a community, the farm or the factory?• How are wants different from needs?• What are needs and wants?• What are goods and services?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none">• Identify changes in communication and transportation and explore ways that these changes have affected people's lives.• Compare and contrast farm goods with factory goods.• Identify goods and services.• Distinguish between needs and wants.	

<p>Demonstration of Learning:</p> <ul style="list-style-type: none">• Create a drawing showing needs to the left and wants to the right.• Draw a picture of a farm and explain animals and goods.	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">• Students will cut out pictures from magazines representing needs and wants.• Sort pictures of needs and wants• Use the book – From Sheep to Sweater. Discuss how the wool from the farm was processed in a factory.• Read “The Three Little Pigs.” Explain the importance of shelter• Draw and color a picture of their home• Have the students make a good with play dough or other materials – share with the group• Class discussion with guided question of “What did your family need or use today? And “How did they get the things you used?”
<p>Technology Integration:</p> <ul style="list-style-type: none">• http://scholastic.com• http://socialstudiesforkids.com• http://brainpop.com• http://www.pbskids.org• http://primarygames.com	<p>Resources:</p> <ul style="list-style-type: none">• <i>From Sheep to Sweater</i> by Robin Nelson• Needs and Wants www.peachebooks.com• <i>What Do We Need</i> by Trish Callella• <i>A New Coat for Anna</i> by Harriet Ziefert• <i>Ox Cart Man</i> by Donald Hall• <i>Tops and Bottoms</i> by Janet Stevens• <i>Joseph Had a Little Overcoat</i> by Simms Taback• <i>Click Clack Moo: Cows that Type</i> by Doreen Cronin <p>Social Studies Text- McGraw-Hill –<u>Living, Learning, Working Together</u></p>

Content Area: Social Studies	Grade Level : Kindergarten
Unit Title: Celebrating Our Heritage	
Interdisciplinary Connections: <u>English Language Arts:</u>	
CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	
CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions	
CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.	
CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
<u>21st Century Standards Career Ready Practices</u>	
CRP1. Act as a responsible and contributing citizen and employee.	
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
CRP9. Model integrity, ethical leadership and effective management.	
<u>21st Century Themes:</u>	
<ul style="list-style-type: none"> • Global Awareness •Civic Literacy 	
<u>21st Century Skills:</u>	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

<p>Unit 5. Celebrating Our Heritage</p>	<p>Time Frame: Ongoing Throughout the Year</p>
<p>Standard and Cumulative Progress Indicators: 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.P.D.4 Learn about and respect other cultures within the classroom and community. • 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey. • 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. • 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. • 6.1.4.D.14 Trace how the American identity evolved over time. • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. • 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. • 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in and interconnected world. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The American flag, Pledge of Allegiance, and God Bless America are symbols of America. • Labor Day is when we show respect for our country’s working people. • Christopher Columbus discovered America. • Veteran’s Day is when we show respect for the soldiers who are serving or served for our country. • Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights. • Presidents’ Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln. • George Washington and Abraham Lincoln are famous American presidents due to their contributions to the USA. • Memorial Day is when we show respect for the soldiers who died for our country. • Flag day – Betsy Ross • Independence Day is when we celebrate our Country’s birthday. • Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans. • Betsy Ross is believed to have sewed the first American Flag 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are symbols of America? • What is Labor Day? • What is Columbus Day? • What is Veteran’s Day? • What is Thanksgiving? • Who is Betsy Ross? • What is Dr. Martin Luther King Jr. Day? • What is Presidents’ Day? • What is Memorial Day? • What is Flag Day? • What is Independence Day?

<p>Knowledge and Skills: Students will...</p> <ul style="list-style-type: none"> • Identify major holidays and relate how different people celebrate them. • Explain why certain holidays are related to History • Identify patriotic symbols and activities such as the flag, the pledge of Allegiance and patriotic songs • Identify different holidays and celebrations celebrated in the U.S. • Listen to and learn patriotic songs. 	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Americans are proud of their country • Identify symbols of national identity, such as our flag and the Pledge of Allegiance. 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Explain how selected celebrations reflect an American love of individualism and freedom. • Go to Scholastic.com and watch the virtual field trip of the First Thanksgiving
<p>Technology Integration:</p> <ul style="list-style-type: none"> • http://scholastic.com/scholastic_thanksgiving/ • http://socialstudiesforkids.com • http://brainpop.com • http://usflag.org/ • http://ipledgeallegiance.com/ • http://scholastic.com • http://http://www.m-w.com/maps/mwmapssn.html • http://usflag.org/ • http://ipledgeallegiance.com/ • http://www.songsforteaching.com/folk/mycountrytisofthee.php 	<p>Resources:</p> <ul style="list-style-type: none"> • <i>Thanksgiving is for Giving Thanks</i> by Margaret Sutherland and Sonja Lamut • <i>What is Thanksgiving?</i> by Michelle Medlock Adams • <i>In November</i> by Cynthia Rylant • <i>A Picture Book of Martin Luther King, Jr.</i> by David A. Adler • <i>Martin Luther King, Jr.</i> by Pam Parker • <i>Celebrating Presidents' Day</i> by Kimberly Jordano • <i>Presidents' Day</i> by David F. Marx • <i>Memorial Day</i> by Jacqueline S. Cotton • <i>Memorial Day Surprise</i> by Theresa Golding • <i>Independence Day</i> by Trudy Stain Trueit • <i>The Fourth of July Story</i> by Ashley Dagliess • <i>I Pledge Allegiance</i> by Bill Martin Jr. • <i>Meet Our Flag, Old Glory</i> by April Jones Prince • <i>Celebrations of the United States and Mexico</i> by Nancy Tabor • <i>The American Flag</i> by Patricia Ryon Quiri • <i>If I Were President</i> by Catherine Stier • <i>Happy Birthday Dr. Martin Luther King</i> by Jean Marzollo <p>Social Studies Text- McGraw-Hill –Living, Learning, Working Together</p>

Social Studies Curriculum
2015

Pacing Guide	
Content Area: Social Studies	
Grade Level: 1	
Unit 1: All About Families <ul style="list-style-type: none"> • Many Families • Families Celebrate • Where Families Live • Family Rules • Families on the Move • Families and Change • Respect/Kindness 	September – October
Unit 2: Where We Live <ul style="list-style-type: none"> • We Live in Communities • Our Country • Our World • Water and Land • What is Weather? • Caring for Our Natural Resources 	November – December
Unit 3: Good Citizens <ul style="list-style-type: none"> • People Get Along • People Follow Laws • What is a Leader • Votes Count! • Our Symbol and Pledge • Good Citizens 	January - February
Unit 4: All Kinds of Jobs <ul style="list-style-type: none"> • Needs and Wants • Work and Jobs • Goods and Services • Getting Goods and Services • New Tools at Work • People with Great Ideas 	March-April
Unit 5: Americans Long Ago <ul style="list-style-type: none"> • Native Americans Then and Now • Native Americans and Pilgrims • New People Come to America • George Washington • Abraham Lincoln • Martin Luther King, Jr 	May – June

Content Area: Social Studies	Grade Level : First
Unit Title: All About Families	
Interdisciplinary Connections: English Language Arts:	
CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.	
CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.	
CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	
CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.	
CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
21st Century Standards Career Ready Practices	
CRP1. Act as a responsible and contributing citizen and employee.	
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
CRP9. Model integrity, ethical leadership and effective management.	
21st Century Themes:	
• Global Awareness •Civic Literacy	
21st Century Skills:	
<ul style="list-style-type: none"> • Learning and Innovation Skills <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • Information, Media and Technology Skills <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy • Life and Career Skills <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Unit 1. Title: All About Families	Time Frame: 8 Weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. • 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. • 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. • 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. • 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • A family is a group of people who care for one another. • Families may look or seem different, but all families have the same basic human needs. • Rules and laws are meant for people to be safe and have order. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is a family? • What are the basic human needs of a family? • Why are rules important at home?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Identify different ways families spend time together • Identify ways and describe similarities and differences in the ways that families meet basic human needs. • Describe various customs of families and explain their importance. • Identify some special days that families celebrate and explain their importance. • Recognize that families celebrate special times in different ways. • Identify and describe the human characteristics of places such as houses. • Describe similarities and differences in ways families meet the basic human need for shelter. • Explain the need for rules in the home. • Identify different types of rules. 	

<p>Demonstration of Learning: Two Part DOL:</p> <ul style="list-style-type: none"> • Draw a picture of your family doing an activity together. • Then, using a Venn diagram, compare and contrast your family with your partner’s family. 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Family Tree: each student can create their very own family tree to share with the class. The project can be a book, poster, worksheet activity, or 3D representation of their family members. • Graphing family members: using an anchor chart or individual worksheet, graph who’s in your family. • In My Family I Am: Create four categories oldest, middle, youngest, only child; create a paper doll of yourself and then hang it from the yarn/category you fall under. Compare and contrast the class, how many children are in each category? (pictured in projects) • Brother/Sister/Both: Introduce the Venn diagram one brother circle, one sister circle and a both circle. Have the children place their picture or a picture he/she drew of him/herself in the correct category (pictured in projects). • Who Lives in Your House: Create house then use the code (pictured in the projects) each child glues a colored square to represent the people that live in their house. Mom= yellow, Dad= red, brother= green sister=blue, grandparent=pink, other= brother, pet= red and white=me. • Class Family Book: Each child creates a page to the class family book. Draw a picture of your family doing one of your favorite family activities and write a sentence about it. Put the pages together and create a book that the class can share. • Family Tradition Quilt: Create a class quilt, each child draws a picture of a family tradition that is important to him/her. • What My Family Does Together: Anchor chart, class brainstorms different activities they do with their families. • Home/School Extension: Class Family Quilt: Send home a 12 by 12 piece of paper with instructions for the family to make it in to a square which will be part of a larger quilt to show we are all part of a bigger family. They are to put whatever they want to represent their family just don’t alter the size or shape of the square. They can use photos, drawings, fabric, paint, words anything they as a family agree upon.
<p>Technology Integration:</p> <ul style="list-style-type: none"> • https://www.readinga-z.com/book.php?id=177 (family printable book) • https://jr.brainpop.com/socialstudies/holidays/winterholidays/ • http://jr.brainpop.com/socialstudies/communities/homes/ • https://www.youtube.com/watch?v=5b7gE2suj44 (family rules) • https://www.youtube.com/watch?v=c-RaWzttIQo (The Family Book)- Todd Parr • https://www.youtube.com/watch?v=KnD8BYjZiW0 (We Are Family Song) 	<p>Resources:</p> <ul style="list-style-type: none"> • Relevant Current Events in Elementary Magazines: Weekly Readers and/or Scholastic News • Informational Texts: Families: Ann Morris • Houses and Homes: Ann Morris • McGraw-Hill- Our Community and Beyond • Suggested Literature: “Me and My Family Tree” – Joan Sweeney • “The Kids Family Tree Book”- Caroline Leavitt • “The Family Book” - Todd Parr • “All Kinds of Families” – Norma Simon • “Amelia Bedelia’s Family Album”- Peggy Parish • “How My Family Lives in America”- Susan Kuklin • “Better Not Get Wet, Jesse Bear”- Nancy White Carlstrom (Rules at home) • “What if Everybody Did That”- Ellen Javernick (Rules)

Content Area: Social Studies	Grade Level : First
Unit Title: Where We Live	
Interdisciplinary Connections: English Language Arts:	
CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.	
CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.	
CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	
CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.	
CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
21st Century Standards Career Ready Practices	
CRP1. Act as a responsible and contributing citizen and employee.	
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
CRP9. Model integrity, ethical leadership and effective management.	
21st Century Themes:	
• Global Awareness •Civic Literacy	
21st Century Skills:	
<ul style="list-style-type: none"> • Learning and Innovation Skills <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • Information, Media and Technology Skills <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy • Life and Career Skills <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Unit 2. Title: Where We Live	Time Frame: 8 Weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. • 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States. • 6.1.4.B.8 Compare ways people choose to use and divide natural resources. • 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them. • 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • A map can help you to find important places. • The United States is made of land and water. • Where people live can affect their shelter and transportation. • People can use and save resources. • Weather can affect people in many ways. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can a map help you find places? • What kinds of land and water does the United States have? • How does where people live affect their shelter and transportation? • How do people use and save resources? • How does weather affect people?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Recognize that people live, work, and play in communities • Use of map symbols • Exposure of different kinds of maps (world, state, direction) • Use pictures and maps to locate places of significance. • Identify the location of places using maps • Recognize the cardinal directions north, south, east, and west. • Naming the five oceans and continents • Name the states in the North East Region of United States New Jersey, New York, Maine, New H, Vermont, Mass., Conn, New York, Pennsylvania, Delaware, Maryland • Locate and identify places of significance on maps. • Demonstrate essential knowledge and skills through rich material such as songs. 	

<p>Demonstration of Learning:</p> <ul style="list-style-type: none">Orally list the 7 continents, 5 oceans and North East Region of the United States. (Check list)	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">Write a letter to a pen pal telling about where you live.Make a mural to show where you live. Include symbols and pictures to stand for things in your community.Draw a picture on a four square paper of different shelters.Write 3 of Earth's resources and draw something that comes from each resource.Color a label map of the globe (showing 7 continents and 5 oceans)Color a label map of the united states (North Eastern Region)
<p>Technology Integration:</p> <ul style="list-style-type: none">www.brainpopjr.comwww.abcya.com/take_a_trip.htmwww.bensguide.gpo.govwww.googleearth.com	<p>Resources: Relevant Current Events in Elementary Magazines: Weekly Readers and/or Scholastic News McGraw-Hill- Our Community and Beyond Suggested Literature:</p> <ul style="list-style-type: none">"Me on the Map"- Joan Sweeney"Buried Treasure: All About Using a Map- Kristen Hall"Where Do I Live?"- Neil Chesnow"The Great Trash Bash"- Loreen Leedy"The Reasons for Seasons"- Gail Gibbons"Hottest, Coldest, Highest, Deepest"- Steve Jenkins

Content Area: Social Studies	Grade Level : First		
Unit Title: Good Citizens/ Government			
<p>Interdisciplinary Connections: English Language Arts: CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text. CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion. CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Math CCSS.MATH.CONTENT.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>21st Century Standards Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.</p>			
<p>21st Century Themes: • Global Awareness •Civic Literacy</p> <p>21st Century Skills:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Learning and Innovation Skills <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • Information, Media and Technology Skills <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ○ ICT Literacy • Life and Career Skills <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others </td> </tr> </table>		<ul style="list-style-type: none"> • Learning and Innovation Skills <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • Information, Media and Technology Skills <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy • Life and Career Skills <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
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<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>			

Unit 3. Title: Good Citizens/ Government	Time Frame: 8 Weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. • 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. • 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. • 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. • 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. • 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. • 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. • 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • We need to follow rules to keep order, protect security and protect rights. • Laws help a community stay structured. • Community leaders help to keep order in towns and states. • Government services help us to stay safe. • We can show respect for others by being responsible, respectful and safe. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why should we follow rules? • How do laws help communities? • How do community leaders help people? • How do government services help us? • How can you show respect for the rights of others?
<p>Knowledge and Skills: Students will...</p> <ul style="list-style-type: none"> • Identify different kinds of groups. • Explain the need for groups to have rules • Explain the need for rules and laws in the home, school, and community. 	

<ul style="list-style-type: none"> • Identify American Symbols Statue of Liberty, Bald Eagle, American Flag • Give examples of rules or laws that establish order, provide security, or manage conflict. • Identify leadership roles in community, state, and country. • Identify the qualities of good citizens: following rules and laws in our school and community • Identify and use voting as a way to make decisions. • Create visual and written material such as a graph. 	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • On a paper spilt into two: write a rule about being responsible, respectful or safe in your classroom and draw a picture, on the other side write what would happen if you broke the rule and draw a picture. 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Solve the problem: 9 children want to play kickball, but they cannot make two even teams. List two ways they can solve this problem. • Make a skit: Who is following the rules? Each group is assigned to act out a rule or to act out breaking a rule; the rest of the class has to discuss the rule or the rule that was being broken • Report: choose a government worker (firefighter, police officer, librarian, and teacher) write a report and draw a picture showing how the worker helps. • Voting: create a ballot box and ballots, have the children vote on their favorite vegetable/fruit. Count the votes and graph. • Make a poster: on a poster paper split into two; draw a picture of a citizen obeying a law and a citizen breaking a law.
<p>Technology Integration:</p> <ul style="list-style-type: none"> • www.brainpopjr.com • www.toolsforeducators.com/dice • http://quizlet.com/2528016/good-citizenship-first-grade-flash-cards/ • www.usconstitution.net/constkidsk.html 	<p>Resources:</p> <ul style="list-style-type: none"> • Relevant Current Events in Elementary Magazines: Weekly Readers and/or Scholastic News <p>McGraw-Hill- Our Community and Beyond</p> <p>Suggested Literature:</p> <ul style="list-style-type: none"> • “Duck for President”- • “Voting and Elections”- Patricia J. Murphy • “A Day in the Life of a Police Officer”- Linda Hayward • “Serving Your Community”- Christin Ditchfield • “Share and Take Turns”- Cheri J. Meiners • “It’s Not My Fault”- Nancy L. Carlson

Content Area: Social Studies	Grade Level : First		
Unit Title: Jobs People Do			
<p>Interdisciplinary Connections: <u>English Language Arts:</u> CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text. CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion. CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><u>21st Century Standards Career Ready Practices</u> CRP1. Act as a responsible and contributing citizen and employee. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.</p> <p><u>9.1 Personal Financial Literacy</u> B. Money Management 9.1.4.B.1 Differentiate between financial wants and needs. 9.1.4.B.5 Identify ways to earn and save.</p>			
<p>21st Century Themes: • Global Awareness •Civic Literacy</p> <p>21st Century Skills:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others </td> </tr> </table>		<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
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Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use

Unit 4. Title: Jobs People Do	Time Frame: 8 Weeks
Standard and Cumulative Progress Indicators: 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. C. Economics, Innovation and Technology <ul style="list-style-type: none">• 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.• 6.1.4.C.3 Explain why incentives vary between and among producers and consumers.• 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.• 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.• 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.	
Enduring Understanding: <ul style="list-style-type: none">• In order to purchase goods and services we need to use money and exchange items.• Some people work for pay and some people do volunteer work.• People buy and sell in order to obtain the things they want and need.• Things people want are not a necessity and things people need are a necessity.	Essential Questions: <ul style="list-style-type: none">• Why are goods and services important?• What kinds of jobs do people do?• Why do people buy and sell?• What is the difference between wants and needs?
Knowledge and Skills: Students will... <ul style="list-style-type: none">• Distinguish between needs and wants and recognize examples of each.• Recognize that people may have many wants but limited resources with which to satisfy them.• Identify a variety of jobs that people perform.• Identify and describe a variety of service jobs.• Describe the responsibilities and characteristics of good workers in a variety of jobs.• Identify ways people exchange goods and services.• Identify the role of markets and trading in the exchange of goods and services.	

<p>Demonstration of Learning:</p> <ul style="list-style-type: none">• On a paper split into two show a picture of a want and a need. Label both wants and needs and write a sentence about each. Share with the class.	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">• Market: Make a market in your classroom and practice buying and selling goods and services.• Write a story: Make up a story about someone choosing to spend his/her money. Your product or service for sale.• Act Out: Make props and/or costumes to help you do a live commercial selling your product or service. Present your commercial to your audience• Mobile: Create a mobile demonstrating• Radio Commercial: Create an audio advertisement made for the radio to encourage people to buy your product or service. Remember to use good descriptive words because your audience will not be able to see what you are selling.
<p>Technology Integration:</p> <ul style="list-style-type: none">• www.brainpopjr.com• www.sfsocialstudies.com/activities.html• www.learn360.com	<p>Resources:</p> <p>Relevant Current Events in Elementary Magazines: Weekly Readers and/or Scholastic News</p> <p>McGraw-Hill- Our Community and Beyond</p> <p><i>Suggested Literature:</i></p> <p>“Jobs People Do”- Christopher Maynard “ On My Way to Buy Eggs”- Chih-Yuan Chen “The Go-Around Dollar”- Barbara Adams “The Night Worker”- Kate Banks “Delivery”- Anastasia Suen “Sweet Potato Pie”- Kathleen D. Lindsey</p>

Content Area: Social Studies	Grade Level : First		
Unit Title: Where We Live			
<p>Interdisciplinary Connections: <u>English Language Arts:</u> CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text. CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges. CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion. CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><u>21st Century Standards Career Ready Practices</u> CRP1. Act as a responsible and contributing citizen and employee. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.</p>			
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Unit 5. Title: History	Time Frame: 8 Weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. • 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today. • 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. • 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. • 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. • 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The history and purpose of the Declaration of Independence and the United States Constitution are to keep structure • Our country have symbols and national holidays that represent our freedom • Native Americans were the first people in America 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the Declaration of Independence and the United States Constitution? • Why are our country’s symbols important? • Why do we have national holidays? • How can one person make a difference?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Identify Native Americans as the first people that lived in America and their culture, traditions and settlements • Explain the relationship between Pilgrims and Native Americans • Identify the contributions of historical figures such as George Washington who have influenced the nation and have exemplified good citizenship. • Understand why Abraham Lincoln is considered a great President. • Identify how the work of Martin Luther King Jr., changed America. • National Holidays 	

<p>Demonstration of Learning:</p> <ul style="list-style-type: none">• On a paper split into two draw a picture of George Washington and Abraham Lincoln then write a fact about each president.• On a Venn Diagram compare and contrast Native Americans and Pilgrims.	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">• Poem: Write a poem about an American landmark or symbol.• Presentation: present an American hero, holiday, symbol or landmark• Virtual Field Trip: scholastic.com virtual tour• Classroom Chain: Give each child one strip of each color construction paper. Choose one• Create class flags: Remind the children of the meaning of the symbols on the American Flag. In groups the children create a flag to represent their class. Have them brainstorm a list of symbols that could be used.• Historic Timeline: Mayflower. America ruled by England. American leaders write the constitution. Use pictures and words to represent their historical event.• Create a Holiday: think of a day to celebrate,
<p>Technology Integration: www.mrnussbaum.com www.scholastic.com/thanksgiving</p>	<p>Resources: Relevant Current Events in Elementary Magazines: Weekly Readers and/or Scholastic News McGraw-Hill- Our Community and Beyond Suggested Literature:</p> <ul style="list-style-type: none">• “The Statue of Liberty”- Susan Ashley• “We the Kids: The Preamble to the Constitution of the United States” David Catrow• “Independence Day” David F. Marx• “The Pledge of Allegiance: Symbols of Freedom• “George Washington”- Wil Mara• “A More Perfect Union: The Story of Our Constitution”- Betsy and Giulio Maestro• “America: A Patriotic Primer”- Lynne Cheney

Social Studies Curriculum
2015

Pacing Guide	
Content Area: Social Studies	
Grade Level: 2	
Unit 1: Communities (Citizenship) <ul style="list-style-type: none"> • Living in a Community • From City to Country • Changing Communities • Getting Along • A Story about a Community 	September – October
Unit 2: Our Government <ul style="list-style-type: none"> • Our Country’s Government • Solving Community Problems • Our Country’s Capital • America’s Symbols • American Heroes 	November – December
Unit 3: All About Earth (Geography) <ul style="list-style-type: none"> • Where We Live • Land and Water • Earth’s Seasons • Earth’s Resources • People Change Earth • Protecting Earth 	January - February
Unit 4: Our Past (History) <ul style="list-style-type: none"> • America’s First People • The Spanish Come to America • The Pilgrims Arrive • From Colonies to States • Our Country at War • From Sea to Sea • A Community’s History 	March-April
Unit 5: All About Work (Economics) <ul style="list-style-type: none"> • Many Jobs • Our Needs and Wants • Goods and Services • Producers and Consumers • From Farm to Factory • Trading with Other Countries • New ways to Meet Needs 	May – June

Content Area: Social Studies	Grade Level : Second		
Unit Title: Communities			
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Unit 1. Title: Communities	Time Frame: 8 weeks
<p>Standard and Cumulative Progress Indicators: 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. • 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. <p>C. Economics, Innovation and Technology</p> <ul style="list-style-type: none"> • 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. • 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • We have rules so that we can get along at home, at school, and with friends. • A community is a place where people live, work, and play together. • Communities differ by physical and human characteristics. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What should we think about when making a rule? • What is a community? • How are communities different?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Learn that people live in communities. • Recognize that community members work together for the common good. • Practice following the steps used to solve a problem. • Recognize the characteristics of cities, suburbs, and rural areas. • Identify the significance of community landmarks. • Use literature to increase knowledge about how a city or urban area, small town, or village, and rural area are different. • Identify changes in communication and transportation. • Explore ways that these changes have affected people’s lives. • Explain the qualities of good citizenship. • Explain the way rules and laws help communities. • Explain characteristics of good citizenship. 	

- Recognize ways to show good citizenship.
- Recognize ways that ordinary people can demonstrate good citizenship.
- Learn how to read and use calendars.
- Identify how present day Woodland Park compares to the Woodland Park (West Paterson) of the past.
- Recognize the significance of a legend about local and cultural heritage.
-

Demonstration of Learning:

- Make a poster of the class or school rules. Be sure to include the three Bs (Be safe, Be responsible, and Be respectful).

Suggested Tasks and Activities:

- Identify main community members or helpers.
- Take a look at what a city, suburban, and rural community looks like.
- Label and use a compass rose.
- “My Place in the World” Kids community project flip book.
- Create a diorama comparing rural, suburban, or urban communities.
- Label and identify important landmarks in our community.
- Rules are Important - activity highlighting being safe, responsible, and respectful.
- Fill in a calendar template.
- Rules and Laws Activities.

Technology Integration:

- BrainPOP Jr.
- Scholastics News Videos
- www.wpnj.us
- www.mrnussbaum.com

Resources:

- Various Non-fiction and informational texts related to topic; (Me on the Map by Joan Sweeney)
- Various fictional texts
- Scholastic News
- Scholastic Brain Bank

McGraw-Hill- Who We Are As Americans

Content Area: Social Studies	Grade Level : Second		
Unit Title: Our Government			
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Unit 2 Title: Our Government	Time Frame: 8 weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good . • 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. • 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government. • 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.6.1.4.A.6 • 6.1.4.A.6 Explain how national and state governments share power in the federal system of government. • 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. <p>C. Economics, Innovation and Technology</p> <ul style="list-style-type: none"> • 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. • 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. <p>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • People can make a difference in a community if they follow the steps of community government. • Our right as citizens are written in our constitution. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can people make a difference in a town? • What rights do we have as Americans?

Knowledge and Skills:

Students will...

- Compare the roles of public officials, including mayor, governor, and President.
- Identify ways that public officials are selected, including election and appointment to office.
- Discuss what is fair in different situations.
- Identify good characteristics of good citizenship.
- Discover how communities resolve problems and pay for solutions they reach.
- Discover how governments established order, provide security, and manage conflicts.
- Learn how to read and make a flow chart.
- Understand some of our nation's symbols- Liberty Bell, Lincoln Memorial, Mount Rushmore, Washington Monument, White House
- Find the main idea of their passage.
- Identify several American heroes.
- Identify contributions of historical figures who have influenced the nation.

Demonstration of Learning:

- Define roles of the mayor, governor, and president and how they are elected by completing My Election Book: All About Voting Book.

Suggested Tasks and Activities:

- Create a mock election in the classroom.
- My Book of Washington, D.C.
- National Symbols Riddles
- American Symbols crossword puzzle.
- Determine a minor/major issue the school or community faces. Whole group or small group, discuss possible solutions for these issues.

Technology Integration:

BrainPOP Jr.
Scholastics News Videos
www.nationalgeographic.com
www.mrnussbaum.com

Resources:

- Various Non-fiction and informational texts related to topic
- Scholastic News Book: What Does the President Do? by Amanda Miller
- Scholastic News Book: What Is Mount Rushmore? by Laine Falk
- Scholastic News Book: The Story of the White House by Marge Kennedy
- At 1600 Pennsylvania Avenue by Crystal Wirth
- Scholastic News Book: What's in Washington, D.C.? by Laine Falk
- We March by Shane W. Evans
- Scholastic First Biographies: Let's Read About...George Washington by Kimberly Weinberger
- George Washington by Garnet Jackson
- Meet George Washington by Patricia Pingry,
- National Geographic Kids: George Washington by Caroline Gilpin
- National Geographic Kids: Abraham Lincoln by Caroline Gilpin

Social Studies Curriculum
2015

	<ul style="list-style-type: none">• Scholastic First Biographies: Let's Read About...Abraham Lincoln by Sonia Black• The Lincoln Memorial by Kristin L. Nelson• The Washington Monument by Kristin L. Nelson• The Liberty Bell by Joe Gaspar• Welcome Books: The Liberty Bell by Lloyd G. Douglas• Who Cracked the Liberty Bell? By Peter Roop <p>Various fictional texts</p> <ul style="list-style-type: none">• Presidents' Day by Anne Rockwell• Grace for President by Kelly DiPucchio• Vote for Me! By Ben Clanton <p>McGraw-Hill- Who We Are As Americans</p>
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Content Area: Social Studies	Grade Level : Second		
Unit Title: All About Earth			
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Unit 3 Title: All About Earth	Time Frame: 8 weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. • 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. • 6.1.4.B.8 Compare ways people choose to use and divide natural resources. <p>C. Economics, Innovation and Technology</p> <ul style="list-style-type: none"> • 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Climate can determine what clothes you wear, where you live, what resources you will have, etc. • A natural resource is something in nature that people use. • The earth is made up of landforms and bodies of water. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does climate affect people’s lives? • What can we use natural resources for? • What does the earth consist of?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Identify the United States and all states and on a map and a globe. (Students must know the names of all 50 states, but do not need to know where they are located. In 3rd grade they must know where they are located. They must know at least 11 states on the east coast including NJ.) • Identify the oceans and the seven continents on a map and a globe. • Learn how to use and understand a compass rose (N, S, E, W) and legend/map key to read a map. • Recognize different kinds of land and water found on Earth. • Identify major landforms and bodies of water. • Identify major landforms on maps. • Create a landform map of their home state. • Recognize the difference between weather and seasons. • Find out how weather patterns affect people’s activities. • Obtain information about a topic using a bar graph. • Explain what natural resources are. • Explain how people depend on natural resources to satisfy their basic needs. • Learn why people change the Earth. 	

<ul style="list-style-type: none"> • Identify ways in which people change Earth. • Sequence information chronologically. • Identify ways of protecting Earth. • Recognize ways people can conserve and replenish natural resources. • Recognize that showing respect is a characteristic of good citizenship. • Learn about the Amazon Rain Forest in Brazil. • Learn things that people can do to conserve natural resources. 	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Label 11 states on a USA map with no word bank provided-(NJ, NY, PA, Delaware, Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, Maryland) Northeast region states AND • Identify/ locate and label the 7 continents and 5 oceans with no word bank provided. 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Identify regions and landforms on a map. • Match climates to the appropriate regions. • Read and understand a map using compass rose (N, S, E, W) and legend or map key. • Learn and sing The United States. • Use a blank map of the world and label the major geographic regions and oceans. Color using specific colors (Green, brown, blue, etc.) • Create a diagram of yourself prepared for a specific climate where you live. • Make a map of landforms. • What is a Globe? activity
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Design a map on KID PIX • BrainPOP Jr. • Scholastics News Videos • www.kidsgeo.com • www.nationalgeographic.com • http://mapmaker.rutgers.edu • www.google.com/earth/ (google earth) • www.mrnussbaum.com 	<p>Resources:</p> <ul style="list-style-type: none"> • Various Non-fiction and informational texts related to topic (Earth Day by David F. Marx, Map Keys by Rebecca Aberg) • Various fictional texts (Across America, I Love You by Christine Loomis, Buried Treasure: All About Using a Map by Kirstin Hall, Mapping Penny’s World by Loreen Leedy) • Scholastic News • Scholastic Brain Bank <p>McGraw-Hill- Who We Are As Americans</p>

Content Area: Social Studies	Grade Level : Second		
Unit Title: Our Past			
<p>Interdisciplinary Connections: <u>English Language Arts:</u> CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions. CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others. CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><u>21st Century Standards Career Ready Practices</u> CRP1. Act as a responsible and contributing citizen and employee. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.</p>			
<p>21st Century Themes: • Global Awareness •Civic Literacy</p> <p>21st Century Skills:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others </td> </tr> </table>		<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
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Unit 4 Title: Our Past	Time Frame: 8 weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. • 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. • 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. • 6.1.4.D.14 Trace how the American identity evolved over time. • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Dr. Martin Luther King Jr. stood up for what he believes in without violence. • It is important to recognize influential leaders from all cultures, genders, and religions. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the characteristics of Dr. Martin Luther King Jr. that made him such a good leader? • Why is it important to learn about famous women, African Americans and Americans?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Recognize how the Pilgrims overcame hardship and showed love of individualism. • Explain how the original 13 colonies became the United States and why. • Categorize information about our country’s past. • Learn about early explorers to America. • Identify contributions of historical figures who have influenced the nation. • Learn about the painting “Spirit of ’76” as an example of our cultural heritage. • Identify how Frederick Douglass and Sojourner Truth have influenced our country’s history. • Understand the concepts of time and chronology. • Learn how to read and use time lines. • Describe some of the history of Dayton, Ohio (There was constant warfare between Indians and French at this site just before the Revolutionary War.) • Explain why the Revolutionary War and the French and Indian War was fought. 	

<p>Demonstration of Learning:</p> <ul style="list-style-type: none">• Write a report about Frederick Douglass or Sojourner Truth. OR create a timeline.	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">• My Book About Native Americans• Then and Now Mini-Book• The First Thanksgiving Book• Make a time line• Take a virtual field trip through the First Thanksgiving on scholastic.com• I am Sojourner Truth: A Mini Unit• 13 Colonies Activity
<p>Technology Integration:</p> <ul style="list-style-type: none">• BrainPOP Jr.• Scholastics News Videos• Create a Native American picture using KID PIX• www.nationalgeographic.com• www.mrnussbaum.com• www.scholastic.com/scholastic_thanksgiving/• www.scholastic.com/scholastic_thanksgiving/feast/	<p>Resources:</p> <p>Various Non-fiction and informational texts related to topic</p> <ul style="list-style-type: none">• National Geographic Kids: Martin Luther King, Jr. by Kitson Jazyuka• Martin Luther King, Jr. and the March on Washington by Frances E. Ruffin• Who Was Frederick Douglas? by April Jones Prince• Sojourner Truth: Path to Glory by Peter Merchant• What Was the First Thanksgiving? by Joan Holub• The Revolutionary War by John Malam <p>Various fictional texts</p> <ul style="list-style-type: none">• Scholastic News• Scholastic Brain Bank <p>McGraw-Hill- Who We Are As Americans</p>

Content Area: Social Studies	Grade Level : Second
Unit Title: All About Work	
Interdisciplinary Connections: <u>English Language Arts:</u>	
CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	
CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	
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<u>21st Century Standards Career Ready Practices</u>	B. Money Management
CRP1. Act as a responsible and contributing citizen and employee.	9.1.4.B.1 Differentiate between financial wants and needs.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	9.1.4.B.3 Explain what a budget is and why it is important.
CRP9. Model integrity, ethical leadership and effective management.	9.1.4.B.4 Identify common household expense categories and sources of income.
<u>9.1 Personal Financial Literacy</u>	9.1.4.B.5 Identify ways to earn and save.
A. Income and Careers	D. Planning, Saving, and Investing
9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.	9.1.4.D.1 Determine various ways to save.
9.1.4.A.2 Identify potential sources of income.	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness •Civic Literacy 	
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Unit 5 Title: All About Work	Time Frame: 8 weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>C. Economics, Innovation and Technology</p> <ul style="list-style-type: none">• 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.• 6.1.4.C.3 Explain why incentives vary between and among producers and consumers• 6.1.4.C.4 Describe how supply and demand influence price and output of products.• 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.	
<p>Enduring Understanding:</p> <ul style="list-style-type: none">• Financial needs are food, shelter, and clothing.• Financial wants are games, toys, etc.• Trade is sending goods to a country and then getting other goods back.•	<p>Essential Questions:</p> <ul style="list-style-type: none">• Why do people save money?• What do people save money for?• What is trading?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none">• Understand that people work to earn money and help others.• Explain the choices people make about earning money.• Identify needs and wants.• Explain the choices people make about spending and saving.• Distinguish between goods and services.• Recognize the choices people in the U.S. can make about saving and spending their money.• Use key words to find information.• Learn what producers and consumer are.• Distinguish between producing and consuming.• Describe what a farm worker's job is.• Learn how paper is made.• Trace a product from a national resource to finished goods.• Understand trade.• Explain the choices people can make in the free enterprise system.	

- Identify ways in which science and technology have affected communication, transportation, and recreation.
- Identify The Wright brothers as great U.S .inventors.
- Identify Amelia Earhart.

Demonstration of Learning:

- Write a report about The Wright brothers or Amelia Earhart or make a biographical poster. Explain how their job was important for the time they lived in.

Suggested Tasks and Activities:

- Orville and Wilbur Wright Activity.
- Who's Who of American Coins
- Make of list of your wants and needs.
- My Book of Ingenious Inventors

Technology Integration:

- BrainPOP Jr.
- Scholastics News Videos
- www.nationalgeographic.com
- www.mrnussbaum.com

Resources:

- Various Non-fiction and informational texts related to topic
- Who Were The Wright Brothers? by James Buckley
- Scholastic News Book: Wright Brothers by Lisa Wade McCormick
- How People Learned to Fly by Fran Hodgkins
- National Geographic Kids: Amelia Earhart by Caroline Gilpin
- National Geographic Kids: Everything Money by Kathy Furgang
- Why Money Was Invented by Neale S. Godfrey
- Various fictional texts
- Click, Clack, Moo: Cows That Type by Doreen Cronin,
- Alexander Who Used to Be Rich Last Sunday by Judith Viorst
- A Chair For my Mother by Vera Williams
- Scholastic News
- Scholastic Brain Bank

McGraw-Hill- Who We Are As Americans

Social Studies Curriculum
2015

Pacing Guide	
Content Area: Social Studies	
Grade Level: 3	
Unit 1: Life in Communities <ul style="list-style-type: none"> • Communities in Our Country • The Geography of Communities • Using Landform Maps • Communities Need Natural Resources • Protecting Our Environment • Holidays and Events: Constitution Day, Remembering 911, Columbus Day 	September – October
Unit 2: Communities Have History <ul style="list-style-type: none"> • Native American Communities • Using Map Scales • The Community of Jamestown • Holidays and Events: Election Day, Veteran’s Day, Thanksgiving 	November – December
Unit 3: People on the Move <ul style="list-style-type: none"> • Building New Communities • Moving to a New Home • Cities Grow and Change • Holidays and Events: Martin Luther King Jr. Day, President’s Day, Valentine’s Day, Groundhog’s Day, Black History Month 	January - February
Unit 4: New Ideas Change Communities <ul style="list-style-type: none"> • Inventions Shape Communities • Making Communities Safer • Time Lines • Holiday’s and Events: Saint Patrick’s Day, Holocaust, Dr. Seuss’s Birthday, Careers 	March-April
Unit 5: Communities at Work <ul style="list-style-type: none"> • Living and Working • Making Money Choices • Reading a Flow Chart • Communities Make Goods • Holidays and Events: Autism Awareness 	May – June

Content Area: Social Studies	Grade Level : Third		
Unit Title: Life in Communities			
<p>Interdisciplinary Connections: <u>English Language Arts:</u> CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><u>21st Century Standards Career Ready Practices</u> CRP1. Act as a responsible and contributing citizen and employee. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.</p>			
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| **Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use | |

Unit 1. Title: Life in Communities	Time Frame: September-October
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. • 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 culture, 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. • 6.1.4.B.8 Compare ways people choose to use and divide natural resources. <p>C. Economics, Innovation and Technology</p> <ul style="list-style-type: none"> • 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently. • 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. • 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Geography is the study of Earth’s surface and the bodies of water that cover it. • Geography is important in determining and affecting the lifestyle of citizens. • A natural resource is something found in nature that people use. • The environment is the air, water, land, and all living things around us. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How are communities near and far alike and different? • How does the location of a community affect a person’s lifestyle?

Knowledge and Skills:

Students will...

- Review Northeast region taught in Second Grade
- Compare ways in which people in different types of communities meet their needs.
- Describe how the physical features of the land affect how and where people live.
- Identify the characteristics of oceans, lakes, rivers, and describe the differences between them.
- Describe how people adapt to and modify the physical environment of their communities.
- Identify different types of natural resources.
- Explain how people work to protect natural resources.
- Analyze and identify various types of maps.
- Interpret and use directional terms and symbols on a map and a globe.
- Identify historical holidays and documents.
- Recognizing that people have different perspectives based on their beliefs, values, traditions, cultures, and experiences.
- Understand and identify the need for fairness and taking appropriate action against unfairness.

Demonstration of Learning:

- Students will create a map of their room list questions directional questions for a classmate to answer. The map will include a key.

Suggested Tasks and Activities:

- Students can locate various familiar places on a map.
- Students can look up a destination on a GPS and determine which direction they are moving in.
- Students can list ways in which the community they live affects they type of lifestyle they have.

Technology Integration:

- www.schooltube.com
- www.slate.com
- www.brainpop.com

Resources:

McGraw-Hill- United States Communities

Content Area: Social Studies	Grade Level : Third		
Unit Title: Communities Have History			
<p>Interdisciplinary Connections: <u>English Language Arts:</u> CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>			
<p>21st Century Themes: • Global Awareness •Civic Literacy</p> <p>21st Century Skills:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others </td> </tr> </table>		<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
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<p>Unit 2. Title: Communities Have History</p>	<p>Time Frame: November- December</p>
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful • 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. • 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. • 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. • 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. • 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people • 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. • Culture is the way of life of a group of people. • Many became sick. Many colonists spent their time looking for riches and refused to do the work needed to survive. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the geography of various areas affect the cultures of Native American groups? • What is culture? • Why did the colonists have a hard time in Jamestown? • How were the colonists able to survive?

<ul style="list-style-type: none"> Working together as a community, sharing responsibilities and supplies such as food, and getting help from the Powhatan. 	
<p>Knowledge and Skills: Students will...</p> <ul style="list-style-type: none"> Describe how people in different communities adapt and modify the physical environment. Describe how past events have changed Native American communities over time. Explain the cultural heritage of Native American storytelling. Describe how the formation of colonies changed people’s lives long ago Identify Native American and English leaders who shaped the community of Jamestown Analyze and identify various types of maps. Interpret and use directional terms and symbols on a map and a globe. Identify historical holidays and documents. Recognizing that people have different perspectives based on their beliefs, values, traditions, cultures, and experiences. Understand and identify the need for fairness and taking appropriate action against unfairness. 	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> Students will write journal entries as if they were migrating from England to America. Details will include what traveling may have been like and what life was like once they settled in a location. Students should also write about the location they chose and how it shaped their lives. 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> Discuss the different types of shelter and food sources (farming and hunting) due to adapting to physical environment Identify Native American Storytelling as a way of orally passing culture and traditions to new generations (read Native American Legends online) Create Dream Catchers Read about motives of Spanish, French and English settlers Discuss Spanish, French and English settlements Explore Jamestown VA through interactive site: http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone Watch videos on John Smith, Pocahontas, and Chief Powhatan Discuss second English settlement at Plymouth and its effect on the Wampanoag (tie into Thanksgiving) Use PBSkids.org for Election Day Veteran’s Day remembrance through Scholastic
<p>Technology Integration:</p> <ul style="list-style-type: none"> BrainPop.com National Geographic.com 	<p>Resources:</p> <ul style="list-style-type: none"> Websites Scholastic Magazine <p>McGraw-Hill- United States Communities</p>

Content Area: Social Studies	Grade Level : Third		
Unit Title: People on the Move			
<p>Interdisciplinary Connections: <u>English Language Arts:</u> CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>			
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Unit 3. Title: People on the Move	Time Frame: January-February
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations • 6.1.4.A.13 Describe the process by which immigrants become United States Citizens • 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. • 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. <p>C. Economics, Innovation and Technology</p> <ul style="list-style-type: none"> • 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. • 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. • 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today • 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. • 6.1.4.D.14 Trace how the American identity evolved over time. • 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. • 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present . • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. • 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. • 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. • 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Past and present interactions of people, cultures, beliefs, and ideas have shaped the American heritage. • Pioneers and immigrants may have wanted a better life with more opportunities. • The study of American folklore and historical figures allows Americans with diverse culture backgrounds to feel connected to a national heritage. • African Americans were now free to live and work where they wanted. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How have the variety of cultures, beliefs, and ideas held by immigrants to the United States impact the development of local, national, and global communities. • How can studying different cultures help us to understand actions and decisions made throughout the world? • What effect did the events of the Civil War have on enslaved African Americans?
<p>Knowledge and Skills: Students will...</p> <ul style="list-style-type: none"> • Explain why people moved west to build new communities in the 1880's 	

Social Studies Curriculum
2015

- Describe how Daniel Boone, Lewis and Clark, and Sacagawea contributed to the expansion of the communities in our country.
- Identify reasons why immigrants move to new communities, including the need for security and material well-being.
- Describe how immigrants helped change communities over time.
- Describe how the events of the Civil War changed communities.
- Identify reasons African Americans moved to new communities in the North.
- Identify historical holidays, events and individuals that are celebrated in communities.
- Recognizing that people have different perspectives based on their beliefs, values, traditions, cultures, and experiences.
- Understand and identify the need for fairness and taking appropriate action against unfairness.

Demonstration of Learning:

- Plot the travels of Lewis and Clark on a map
- Write a journal entry as a pioneer child on the journey westward

Suggested Tasks and Activities:

- Westward expansion video on BrainPop
- E-Read aloud of Daniel Boone on raz-kids.com
- <https://www.youtube.com/watch?v=PnT0k9wdDZo> video on Sacagawea and Lewis and Clark
- Discuss Thomas Jefferson’s vision of connecting the United States from Ocean to Ocean (Louisiana Purchase)
- Simulation of immigrants moving westward including motivation, transportation used, and hardships experienced
- Identify life improvements immigrants brought westward (improved tools, farming strategies, culture)
- Read A Picture Book of Harriet Tubman by David Adler to introduce the Underground Railroad
- Discuss map of United States and how it was divided during Civil War Times (Harcourt Our Communities textbook p. 216)
- Cause and Effect of the Great Migration and the movement of African Americans to the north
- Learn about contributions of Rosa Parks and Dr. Martin Luther King Jr., on civil rights and taking appropriate action against unfairness
- Scholastic News and www.superteacherworksheets.com reading comprehension to tie in President’s Day

Technology Integration:

- BrainPop.com
- <https://www.raz-kids.com/main/BookDetail/id/241/from/quizroom>
- <https://www.youtube.com/watch?v=PnT0k9wdDZo>
- Scholastic News

Resources

- A Picture Book of Harriet Tubman by David Adler
- Scholastic magazine
- www.superteacherworksheets.com

McGraw-Hill- United States Communities

Content Area: Social Studies	Grade Level : Third		
Unit Title: New Ideas Change Communities			
<p>Interdisciplinary Connections: <u>English Language Arts:</u> CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Career Ready Practices CRP1 Act as a responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills CPR4 Communicate clearly and effectively and with reason. CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation. CPR7 Employ valid and reliable research strategies. CRP11 Use technology to enhance productivity. CRP12 Work productively in teams while using cultural global competence.</p>			
<p>21st Century Themes: • Global Awareness •Civic Literacy</p> <p>21st Century Skills:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others </td> </tr> </table>		<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
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<p>Unit 4. Title: New Ideas Change Communities</p>	<p>Time Frame: March-April</p>
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. • 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful • 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. • 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them. <p>C. Economics, Innovation and Technology</p> <ul style="list-style-type: none"> • 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey • 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. • 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. • 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. • 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>C. Economics, Innovation and Technology</p> <ul style="list-style-type: none"> • 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The safety device for the elevator, the light bulb, and the process of making steel. • Their findings helped saved lives and created a better quality of life for people over the world. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What inventions led to the skyscraper? • Why are the findings of Louis Pasteur, Charles Drew, and Jonas Salk important to people around the world? • How did Alexander Graham Bell change communities?

<ul style="list-style-type: none"> • His invention of the telephone changed the way people communicated over short and long distances. His work with the deaf community improved people’s lives by providing schools that offered help for people who could not hear. 	
<p>Knowledge and Skills: Students will...</p> <ul style="list-style-type: none"> • Explain how the Great Chicago Fire changed a community. • Identify inventors and analyze how their technologies affected communities. • Discuss how Alexander Graham Bell invented new technologies that affected communities around the world. • Identify how individual decisions can bring about community changes. • Identify and summarize how scientists have created new technologies to help improve the health and safety of communities. • Identify scientists and inventors who have created or invented new technologies. • Analyze information by comparing and contrasting. • Identify historical holidays, events and individuals that are celebrated in communities. • Recognizing that people have different perspectives based on their beliefs, values, traditions, cultures, and experiences. • Understand and identify the need for fairness and taking appropriate action against unfairness. 	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Venn Diagram comparing and contrasting the contributions of famous inventors (Salk, Drew, Pasteur vs. Bell) • Cross-curricular STEM activity. Students make their own invention. How would their invention change their community or the world? 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • View http://www.schooltube.com/video/c7e5b29bcdea49398218/ to start discussion on Great Chicago Fire and fire prevention • Begin a T-Chart of famous inventors and contributions • Brainpop.com for pasteurization video (Louis Pasteur) • Connect Charles Drew, Louis Pasteur, and Jonas Salk as pioneers of disease prevention • Discuss how Alexander Graham Bell and his inventions helped improve communities, hear his voice at http://www.slate.com/blogs/trending/2013/04/25/alexander_graham_bell_voice_recording_of_telephone_inventor_converted_from.html • Celebrate Dr. Seuss’s Birthday • March is Women’s History Month (identify famous woman inventors-Temple Grandin) • April is Autism Awareness Month
<p>Technology Integration:</p> <ul style="list-style-type: none"> • www.schooltube.com • www.slate.com • www.brainpop.com 	<p>Resources:</p> <ul style="list-style-type: none"> • Scholastic magazine • Invention books and references • McGraw-Hill- United States Communities

Content Area: Social Studies	Grade Level : Third
Unit Title: Communities at Work	
<p>Interdisciplinary Connections: English Language Arts: CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Career Ready Practices CRP1 Act as a responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills CPR4 Communicate clearly and effectively and with reason. CRP5 Consider the environmental, social and economic impacts of decisions. CPR6 Demonstrate creativity and innovation. CRP7 Employ valid and reliable research strategies. CRP11 Use technology to enhance productivity.</p>	
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Unit 5. Title: Communities at Work	Time Frame: May- June
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>C. Economics, Innovation and Technology</p> <ul style="list-style-type: none"> • 6.1.4.C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities • 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. • 6.1.4.C.3 Explain why incentives vary between and among producers and consumers. • 6.1.4.C.4 Describe how supply and demand influence price and output of products. • 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services • 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system. • 6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. • 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals’ lives. • 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community. • 6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Consumers differentiate between wants and needs and then compare prices, features, and quality. • An economy is all the ways in which people use resources, earn money, and sell things. • Goods are tangible things that people make or grow to be bought or sold. A service is work someone does for other people. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do consumers make good decisions? • What is an economy? • What are goods and services?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Understand how a simple business operates in the U.S. free enterprise system. • Identify goods and services. • Explain the importance of businesses to communities. • Identify ways of earning, spending, and saving money. • Analyze a simple budget that allocates money for spending and saving. 	

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- Understand how supply and demand and scarcity affect the price of goods and services.
- Make and interpret a flow chart.
- Understand how a manufacturing business works.
- Identify historical holidays, events and individuals that are celebrated in communities.
- Understand and identify the need for fairness and taking appropriate action against unfairness.

Demonstration of Learning:

- Create a T-Chart highlighting differences between producers and consumer
- Create and maintain personal budget throughout class store/prize box experience

Suggested Tasks and Activities:

- Read Alex and the Amazing Lemonade Stand (in old textbook) to introduce U.S. free enterprise system
- Goods and services, and supply and demand worksheets on www.superteacherworksheets.com
- Use math manipulatives and class store/ prize box to demonstrate earning, spending and saving
- Create budget for class store/prize box
- Highlight supply and demand based on goods available in class store/prize box
- Make flow chart using graphic organizer and data from school store/prize box
- Discuss local manufacturing businesses (Nabisco)
- Celebrate Memorial Day through reading comprehension and discussions of town celebrations (parades, Grand Marshall etc.)
- June: Anti-bullying discussions both in class and through Memorial School visits to highlight fairness and taking action against unfairness

Technology Integration:

- Brainpop.com
- www.superteacherworksheets.com

Resources:

- Scholastic Magazine and website
- Class store/prize box items and tickets and or play money
- Harcourt Social Studies Our Communities Textbook Alex and the Amazing Lemonade Stand pp. 382-385

McGraw-Hill- United States Communities

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Pacing Guide	
Content Area: Social Studies	
Grade Level: 4	
Unit 1: New Jersey and Geography <ul style="list-style-type: none"> • Using Maps and Globes • New Jersey landforms, waterways, climate • Constitution Day • 9/11 Remembrance • Week of Respect 	September – October
Unit 2: Regions and Resources <ul style="list-style-type: none"> • Regions of the USA and NJ • Resources Renewable and Non Renewable • Elections • Thanksgiving 	November – December
Unit 3: Native Americans and European Explorers <ul style="list-style-type: none"> • Early People of New Jersey • The Lenape-Beliefs and Daily Life • The Arrival of Europeans-Dutch and English • Human Rights and Amistad • Cultural Diversity and Awareness • Career Education 	January – March
Unit 4: Growth and Changes in New Jersey <ul style="list-style-type: none"> • American Revolution • Changes in New Jersey • Civil War and Changes Afterward • Holocaust 	April-June

Content Area: Social Studies	Grade Level : Fourth
Unit Title: Geography and New Jersey	
<p>Interdisciplinary Connections: English Language Arts: CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. CCSS.ELA-LITERACY.RI.4.5 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. CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented. CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Career Ready Practices CRP1 Act as a responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills CRP4 Communicate clearly and effectively and with reason. CRP5 Consider the environmental, social and economic impacts of decisions. CRP6 Demonstrate creativity and innovation. CRP7 Employ valid and reliable research strategies. CRP11 Use technology to enhance productivity. CRP12 Work productively in teams while using cultural global competence.</p>	
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Unit 1. Title: Geography and New Jersey	Time Frame: September-October
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. • 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. • 6.1.4.A.3 Determine how “fairness”, “equality” and “common good” have influenced change at the local and national levels of United States government. • 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. • 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. • 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. • 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • NJ lies along the east coast of the US with specific features and landforms. • NJ’s moderate climate supports a variety of plants, animals, and natural resources. • The US Constitution is the supreme law of the land giving citizens various rights. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What interesting features and landforms are found in NJ? • How does weather and climate effect NJ’s environments? • What is a right? What are the rights and responsibilities we have as citizens of the US?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Recognize Citizenship Day (September 17) United States History Consumable textbook pp. 228-233 • Discuss US Constitution and recognize that it defines and limits the power of government (relate this to classroom and levels of power) United States History Consumable textbook pp. 206 & 207 (use online content videos) 	

Social Studies Curriculum
2015

- Review the 7 continents (North America, South America, Europe, Asia, Antarctica, Australia, Africa) and 5 oceans (Atlantic, Pacific, Southern, Arctic, Indian) and find them on a globe and map.
- Identify countries of North America
- Review regions of the United States: Northeast, Southeast, Midwest, Southwest, West
- Discuss different kinds of maps: transportation and historical
- Identify New Jersey’s various landforms and differing types of waterways used for transportation and recreation.
- Identify latitude and longitude as it relates to equator and prime meridian and hemispheres
- Apply compass rose skills (ie., cardinal and ordinal)
- Time Zones
- Describe New Jersey’s weather and climate.
- Identify historical holidays and documents.
- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Demonstration of Learning:

- Jig Saw Activity: Break class into 5 groups: Each group creates a poster featuring one region of the United States (See p. 29: Big Idea-Unit Project)
- Written constitution of child’s idea of what their responsibilities are as a citizen of the United States

Suggested Tasks and Activities:

- Review US Constitution and create classroom constitution for all to sign (Should be done first week of school)
- <http://www.yourchildlearns.com/mappuzzle/us-states-capitals-regions.html?ne>
- http://www.sheppardsoftware.com/World_Continents.htm
- <http://www.ezschoo.com/Games/SocialStudies/Continents.html>
- Blank maps and regions on eduplace.com for quizzes
- Quiz on continents
- Compare and contrast different kinds of maps (political, physical, transportation, historical)-Venn Diagram
- Latitude and longitude visual-highlight on map in relation to equator and prime meridian
- Utilize Farmer’s Almanac to study climate and weather patterns of NJ across a year
- Utilize Scholastic News to support current events, holidays, cultures, traditions, and experiences

Technology Integration:

- BrainPop videos to launch and support knowledge and skills
- Scholastic.com interactive videos
- Websites to support continents and oceans through games
- Google Maps

Resources:

- United States History Consumable Textbook Unit 1 (Geography)
- United States History Consumable Textbook Unit 6, Lessons 2 and 5 (Constitution and Citizenship)
- Abcya.com
- Discoveryeducation.com
- Google Images
- Farmer’s Almanac
- Scholastic News Magazine and website

Content Area: Social Studies	Grade Level : Fourth
Unit Title: Regions and Resources	
<p>Interdisciplinary Connections: English Language Arts:</p> <p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.4.5 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.</p> <p>CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting illustrations, and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases</p> <p>CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.</p> <p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CPR4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p>21st Century Themes: • Global Awareness • Civic Literacy</p> <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • Information, Media and Technology Skills <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information 	<ul style="list-style-type: none"> ▪ Use and Manage Information ○ ICT Literacy • Life and Career Skills <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit 2. Title: Regions and Resources	Time Frame: November-December
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. • 6.1.4.A.3 Determine how “fairness”, “equality” and “common good” have influenced change at the local and national levels of United States government. • 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government. • 6.1.4.A.6 Explain how national and state governments share power in the federal system of government. • 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. • 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. • 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical Environment to understand the concept of regionalism. • 6.1.4.B.8 Compare ways people choose to use and divide natural resources. • 6.1.4.B.10 Identify the major cities in New Jersey and the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. <p>C. Economics, Innovation and Technology</p> <ul style="list-style-type: none"> • 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or labor force have played in economic opportunity. • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • A region is an area of land with common features such as geographic position, wildlife or climate. • NJ has four distinct regions and it is positioned in a key location with important roads and bridges. • NJ has various resources that provide opportunities for activities and businesses. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why are locations divided into regions? • What are the four regions and characteristics of NJ? • What resources does NJ have that helps NJ businesses? • How does geography influence the way people adapt to their environment?

Social Studies Curriculum
2015

<ul style="list-style-type: none"> • People adapt to their environment based on the available resources. 	
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Describe the geography of NJ, including the Atlantic Coastal Plain, Piedmont, Highlands, Ridge and Valley, the Pinelands, the Jersey Shore, the Palisades, Appalachian Mountains. • Identify the major cities of NJ. • Identify waterways of NJ. • Understand that resources can either be living or non-living. • Understand characteristics of renewable and non-renewable resources and the role of resources in daily life. • Identify similarities and differences between urban and suburban communities. • Identify historical holidays and documents: Mayflower Compact (discuss during Thanksgiving historical lessons) • William Bradford, Chief Massasoit, Wampanoag Tribe • Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. 	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Create a salt dough map highlighting the four distinct regions of New Jersey • Complete cause and effect graphic organizer identifying how/why people of New Jersey have adapted to their environment 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Divide a map of New Jersey into regions: Natural Resource maps • Identify major cities of New Jersey on map • Identify waterways on map of New Jersey on Physical Map • T-Chart sort of renewable and nonrenewable resources • Compare characteristics of Woodland Park (suburban) and Paterson and or New York City (urban) • Track voyage of Mayflower from England to Massachusetts on map • Shared reading: Mayflower compact • Use Scholastic.com to tour Plymouth Plantation (virtual field trip-tour Wampanoag village/Plymouth settlement)
<p>Technology Integration:</p> <ul style="list-style-type: none"> • BrainPop videos to launch and support knowledge and skills • Google Maps • Woodland Park Town Website 	<p>Resources:</p> <ul style="list-style-type: none"> • New Jersey Textbook for NJ regions • http://www.socialstudiesforkids.com/www/us/mayflowercompactdef.htm (Mayflower Compact) • http://www.scholastic.com/scholastic_thanksgiving/webcast.htm (Tour Plymouth Plantation and a Wampanoag village) • http://www.state.nj.us/state/historykids/NJHistoryKids.htm

Content Area: Social Studies	Grade Level : Fourth
Unit Title: Native Americans and European Explorers	
<p>Interdisciplinary Connections: English Language Arts:</p> <p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.4.5 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.</p> <p>CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting illustrations, and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases</p> <p>CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.</p> <p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CPR4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p>21st Century Themes: • Global Awareness • Civic Literacy</p> <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • Information, Media and Technology Skills <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information 	<ul style="list-style-type: none"> ▪ Use and Manage Information ○ ICT Literacy • Life and Career Skills <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit 3. Title: Native Americans and European Explorers	Time Frame: January-March
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. • 6.1.4.A.3 Determine how “fairness”, “equality” and “common good” have influenced change at the local and national levels of United States government. • 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. • 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations • 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. • 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. <p>B. Geography, People and the Environment</p> <ul style="list-style-type: none"> • 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. • 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others. • 6.1.4.B.10 Identify the major cities in New Jersey and the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. <p>D. History, Culture, and Perspectives.</p> <ul style="list-style-type: none"> • 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. • 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. • 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. • 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. • 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • European exploration expanded global, economic, and cultural exchange into the Western Hemisphere. • Native Americans were forced to move further west. • Explorers/settlers came to New Jersey for economic, political, and religious reasons. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why was exploration of the Americas, including New Jersey important? • What were the consequences of the interactions between the European and the Native Americans? • What brought explorers/settlers to New Jersey?

<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Describe the Lenape village life, including meals, homes, tradition, and recreation. • Identify various European explorers and their interactions, as well as the Colonists interactions with the Native Americans. • Review Christopher Columbus, Introduce Henry Hudson • Describe how the English gained control over New Netherland. • Compare the development of East Jersey and West Jersey. • Explain how East and West Jersey became a unified colony. • Explore human rights, and how prejudice against groups and individuals, hurts everyone (Amistad education). • Identify contributions of George Washington and Abraham Lincoln. • Explore various careers. 	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Create a timeline of early European Exploration • Create a mini-book illustrating specific quotes from Martin Luther King Jr.’s speech “I Have a Dream” 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Interactive tour of Lenni-Lenape village on njkids.gov • Cause and effect writing on interactions between Native Americans and settlers • Brain Pop: Getting to Know Christopher Columbus • View map of tri-state area and identify Hudson River as it relates to Henry Hudson • Locate New York City on the map and identify it as the original Dutch colony, New Netherland • Create a map that plots settlers in different regions of New Jersey to show divide • Amistad Education- Use character Education read-aloud to explore human rights (MLK Jr. Day) • In accordance with Presidents’ Day , discuss contributions of George Washington and Abraham Lincoln (Brain Pop) • Explore careers and jobs in specific areas based on region and available resources
<p>Technology Integration:</p> <ul style="list-style-type: none"> • BrainPop videos to launch and support knowledge and skills • Google Maps • Woodland Park Town Website • Njkids.gov • Video- Our Friend Martin (in Media Center) • Teacher Tube: “I Have a Dream” 	<p>Resources:</p> <ul style="list-style-type: none"> • Superteacher Grade Level Reading Comprehension packet for Presidents • Scholastic News for MLK Jr., and President’s Day • Read-Alouds

Content Area: Social Studies	Grade Level : Fourth
Unit Title: Growth and Change of New Jersey	
<p>Interdisciplinary Connections: English Language Arts:</p> <p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.4.5 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.</p> <p>CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting illustrations, and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases</p> <p>CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.</p> <p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CPR4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p>21st Century Themes: • Global Awareness • Civic Literacy</p> <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • Information, Media and Technology Skills <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information 	<ul style="list-style-type: none"> ▪ Use and Manage Information ○ ICT Literacy • Life and Career Skills <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit 4. Title: Growth and Change of New Jersey	Time Frame: April-June
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. • 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. • 6.1.4.A.13 Describe the process by which immigrants become United States citizens. <p>B. Geography, People and the Environment</p> <ul style="list-style-type: none"> • 6.1.4.B.10 Identify the major cities in New Jersey and the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. <p>C. Economics, Innovation and Technology</p> <ul style="list-style-type: none"> • 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. • 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. • 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. • 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. • 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. <p>D. History, Culture, and Perspectives.</p> <ul style="list-style-type: none"> • 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they encountered. • 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey. • 6.1.4.D.7 Explain the role Governor Livingston played in the development of New Jersey government. • 6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution. • 6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. • 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Geography, strategy, resources, and motivation directly influenced the outcomes of the American Revolution and Civil War. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What impact did the American Revolution and the Civil War have on different groups living in the colonies/United States? • What kinds of technological innovation occurred after the American Revolution to help New Jersey grow?

<ul style="list-style-type: none"> • New Jersey was the site of much technological innovation, including the development of canals, railroads, and the telegraph. • Most Americans have ancestors from other countries contributing to the diversity of our country. 	<ul style="list-style-type: none"> • How does America’s heritage affect what America is all about?
<p>Knowledge and Skills: Students will...</p> <ul style="list-style-type: none"> • Key historical events, documents, and individuals led to the development of our nation (American Revolution: Declaration of Independence and Bill of Rights) • Identify contributions and influence of Paul Revere, Benjamin Franklin, Thomas Jefferson • In a representative democracy, individuals elect representatives to act on the behalf of the people. • Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin. • Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society. • Understand that we must show respect and acceptance of others in spite of differences. • Identify and discuss major discoveries and inventions, the scientists and inventors who developed them, and their impact on life today (Thomas Edison & Lewis Lattimer-light bulb, Eldridge Johnson-Victrola/phonograph, John P. Holland-submarines and Holland tunnel named for him) • Explain changes in New Jersey cities over time. 	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Re-create Ellis Island experience in classroom through stations set up. Students will document experience through journal entries. • My Heritage Project: (Powerpoint, recipe card, presentation to class) Rubric attached 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Introduce Declaration of Independence and Bill of Rights through brainpop.com • Read <u>Now and Ben: The Modern Inventions of Benjamin Franklin</u> and discuss contributions and proverbs still used today • http://pbskids.org/democracy/vote/ • Discuss melting pot nation through Ellis Island Virtual Field Trip • Explore inventors through superteacherworksheets.com comprehension and guided reading • http://www.state.nj.us/state/historykids/NJHistoryKids.htm to explore Thomas Edison laboratory • http://www.state.nj.us/state/historykids/NJHistoryKids.htm to explore Silk City
<p>To Technology Integration:</p> <ul style="list-style-type: none"> • Brainpop • http://www.state.nj.us/state/historykids/NJHistoryKids.htm (American Revolution, Inventions of Thomas Edison, Underground Railroad, Immigration) • Pbskid.org (Voting) • Multi-Media Presentations for My Heritage Project 	<p>Resources:</p> <ul style="list-style-type: none"> • <u>Now and Ben: The Modern Inventions of Benjamin Franklin</u> (in Media Center) • Websites • www.superteacherworksheets.com

Social Studies Curriculum
2015

Pacing Guide	
Content Area: Social Studies	
Course Title: Discovering Our Past	Grade Level: 5
Unit 1: The First Americans <ul style="list-style-type: none"> • Peopling the Western Hemisphere • Native Americans 	September – October
Unit 2: Worlds Meet <ul style="list-style-type: none"> • The Age of Exploration • Contact and Exploration • The Settlement of North America 	November – December
Unit 3: Colonization-The 13 Colonies <ul style="list-style-type: none"> • Establishment of the 13 Colonies • New England Colonies • Middle Colonies • Southern Colonies 	January - February
Unit 4: Colonial Life <ul style="list-style-type: none"> • Life in the Colonies • Slavery in the Colonies • Colonial Government 	March-April
Unit 5: European Rivalries in North America <ul style="list-style-type: none"> • New France Expands • The French and Indian War • Breaking Ties with Great Britain 	May – June

Social Studies Curriculum
2015

Content Area: Social Studies	Grade Level : Fifth		
Unit Title: The First Americans			
<p>Interdisciplinary Connections: <u>English Language Arts:</u></p> <p>CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>			
<p>21st Century Themes: • Global Awareness • Civic Literacy</p> <p>21st Century Skills:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding-right: 20px;"> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ▪ Use and Manage Information ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others </td> </tr> </table>		<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information 	<ul style="list-style-type: none"> ▪ Use and Manage Information ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
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<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>			

Unit 1. Title: The First Americans	Time Frame: 7 Weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Era: Three Worlds Meet (Beginnings to 1620)</p> <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions. • 6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes. <p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> • 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. • 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation. • 6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Approximately 2,000 years ago, the Aztec of Mexico, the Maya of Central America, and the Inca of South America had great city cultures. • From the Tlingit of Sitka, Alaska, to the Iroquois of New York State, Native American culture stretched from the Pacific to the Atlantic Oceans. • The peoples of the Eastern Hemisphere built great cities, explored the sea and developed trade routed for exchange between their unique cultures. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why did people migrate across the continents? • Who were the Native Americans of North America? • What was life like for the peoples living in the Eastern Hemisphere? • What are characteristics that make up a culture?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Explain what makes a culture a civilization. • Understand how culture influences the ways in which human groups solve the problems of daily living. • Analyze the role of farming in the development of a civilization. • Evaluate the achievements of the Maya • Analyze the development of the Aztec Empire. • Evaluate the achievements of the Aztec civilization. • Identify the early Native Americans of the Southeast and the Southwest of North America. • Analyze the effects that geography had on Native Americans in the Southeast and Southwest. • Evaluate the technology, art, and social ceremonies of the Tlingit. 	

- Identify the major Native American groups living in the Southwest.
- Compare the cultures of the major Southwestern Native American groups.
- Evaluate the importance of art and tradition in Hopi life.
- Analyze the changes that horses brought the Plains people.
- Describe men’s and women’s roles in the Lakota community.
- Analyze the political role of Iroquois women.
- Evaluate the role of the Iroquois Confederacy in keeping peace.
- Identify the regions of the five Iroquois Tribes: Seneca, Onondaga, Oneida, Cayuga, and Mohawk.

Demonstration of Learning:

- Students read and analyze examples of Native American poems and stories. Students will then create their own poem or story based off of the culture of the Native Americans style of writing.
- Students analyze images and read secondary sources on the “Hunter/gatherer” techniques. Students will type a formal compare and contrast essay on the techniques Native Americans used versus how people obtain food today. Students must cite evidence from secondary and primary sources.

Suggested Tasks and Activities:

- Section Quiz
- Chapter tests
- Viewing images on the Smart Board
- View Discovery Education Streaming
- Informal Observations
- Class Discussions
- Oral Presentations
- Students answer document based questions off the map “The First Americans.”
- Students create a visual map of the world and map out the travel route of the first Americans.
- Students will view and examine different migration routes and write a conclusion about theories of migration.
- Ven- Diagram Men vs. Women Roles of Hunter-Gatherers
- Students answer document based questions off the chart “Civilization: Maya, Olmec, Aztec, and Inca.”
- Students answer document based questions off the primary source “The Broken Spears: The Aztec Account of the Conquest of Mexico.”
- Students write a narrative about one group of early Americans and their possible reason for migrating.
- Students will create a brochure outlining the religion, and way of life from a specific Native American group

Technology Integration:

- Smart Board
- Discovery Education Streaming
- Typing skills

Resources:

- Textbook
- Discovery Education Streaming,
- primary and secondary resources
- Brain Pop
- PowerPoint notes

Social Studies Curriculum
2015

Content Area: Social Studies	Grade Level : Fifth		
Unit Title: Age of Exploration			
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Unit 2. Title: Age of Exploration	Time Frame: 8 weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Era: Three Worlds Meet (Beginnings to 1620)</p> <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> 6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes. <p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation. 6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives. <p>Era: Colonization and Settlement (1585-1763)</p> <p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> 6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> 6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. 6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> The movement of people, goods, and ideas causes societies to change over time. Christopher Columbus reached the Americas in 1492, and the Spaniards that followed him came in search of new riches and lands. The Columbian Exchange changed life west and east of the Atlantic Ocean forever both positively and negatively. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What were the effects of the Columbian Exchange on the Eastern and Western Hemisphere? How do new ideas change the way people live? Why do people trade? What are the consequences when cultures interact?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> Identify how the Vikings discovered and named Greenland, Iceland, and were the first Europeans to actually discover North America. Examine the influence on Europe of Marco Polo's travels to Asia. Explore how trade spurred the development of cities and towns throughout Europe. Identify kinds of graphs and explore various uses for them. 	

- Interpret information displayed in line graphs and circle graphs.
- Consider how the growth of international trade in the 1400s changed cultures throughout the world.
- Identify improvements in shipping technology and new trade routes in the 1400s.
- Analyze how improved technology in shipping made prices on international trade lower.
- Analyze the reasons Columbus set out on a voyage across the Atlantic Ocean.
- Explain the effects that Columbus’s travels had on Europe and the Americas.
- Analyze the growth of New Spain.
- Describe important economic activities in New Spain.
- Identify features of colonial cities.
- Explain why Europeans began to explore the eastern coast of North America.
- Identify seven important explorers of the eastern part of North America, and describe their discoveries.
- Identify the reasons that the French founded New France.
- Explain why the English wanted to find a colony in North America.

Demonstration of Learning:

- Students will analyze primary and secondary readings on the Columbian Exchange and type an argumentative essay on what comprised of the Columbian Exchange and whether or not the Columbian exchange was a positive act? A visual of the route and list of animals, plants, and diseases traded will also accompany the argumentative essay.
- Students will create a Viking or Caravel ship and write a creative story on exploration that must include how the ships realistically were sailed and the routes they used in history.

Suggested Tasks and Activities:

- Graphic Organizer
- Section Quiz
- Chapter tests
- Viewing images on the Smart Board
- View Discovery Education Streaming
- Informal Observations
- Class Discussions
- Oral Presentations
- Students create a brochure of an explorer showing their background, route explored, and the impact of their exploration.
- Students will view and examine different exploration routes.
- Students will create a Viking or Caravel ship and write a creative story on exploration.
- Students answer document based questions off the map “European Voyages of Exploration.”
- Students answer document based questions off the primary source “Voyages (1603)” written by Samuel de Champlain.
- Students answer document based questions off the timeline “Exploring the Americas.”
- Students answer document based questions off the primary source “Letter from Columbus (1493)” written Christopher Columbus.

Social Studies Curriculum
2015

	<ul style="list-style-type: none">• Students answer document based questions off the primary source “Francisco Vasquez de Coronado.”• Students work in small groups to create their own compasses.• Venn-Diagram on the routes of Cabral, Dias, and Vasco de Gama.• Read secondary sources on the Columbian Exchange accompanied by power point visuals.• Students view the primary source excerpt of Vasco de Gama’s journey around the Cape of Good Hope.• Students use the laptops to research about Columbus’s first voyage and how it has a direct connection to the life in the United States today.• Students view the interactive image of the Santa Maria and the other two ships of Columbus’s first voyage.• Create a timeline of all the explorers’ discoveries.
<p>Technology Integration:</p> <ul style="list-style-type: none">• Smart Board• Discovery Education Streaming• Typing skills	<p>Resources:</p> <ul style="list-style-type: none">• Textbook• Discovery Education Streaming,• primary and secondary resources• Brain Pop• PowerPoint notes

Social Studies Curriculum
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Content Area: Social Studies	Grade Level : Fifth
Unit Title: Colonization 13 Colonies	
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<p>Unit 3. Title: Colonization 13 Colonies</p>	<p>Time Frame: 8</p>
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Era: Three Worlds Meet (Beginnings to 1620)</p> <p>D. History, Culture, and Perspectives</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>Era: Colonization and Settlement (1585-1763)</p> <p>A. Civics, Government, and the Environment</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>B. Geography. People, and the Environment</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>D. History, Culture, and Perspectives</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • John Winthrop and the Puritans settled in Massachusetts, while William Penn became proprietor of Pennsylvania and James Oglethorpe founded Georgia. • In the next 100 years, the colonies grew along the Atlantic coast and colonists brought captives from Africa as the plantation system developed in the South. • The search for the Northwest Passage led to the story of Pocahontas and John Smith. • The relationship between the colonists and the Native American was complicated. • The development of the Mayflower Compact was crucial to establishing order. • Jamestown was a failure and eventually a successful model for colonization. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Where and why did the English establish the 13 Colonies? • What was life like in the 13 Colonies? • Why was Jamestown a failure? • How did religion bring about the infamous Salem Witch Trials? • How did geography influence the way people lived on the east coast? • What was in the Mayflower Compact? • Why did people leave Europe to come to North America? • Why did the economy differ from the England, Middle, and Southern Colonies? • Why did Hooker and his followers leave Boston? • What two groups of people opposed King Henry’s Church? • Why people were called Separatists?

Knowledge and Skills:

Students will...

- Analyze the success of the Jamestown colony.
- Identify important changes that took place in Jamestown from 1607 to 1622.
- Explain why the Pilgrims wanted to start a colony in North America.
- Identify the important events of the Pilgrim's first year in New England.
- Compare the development of Plymouth with the development of Jamestown.
- Describe the Puritan's plan for Massachusetts Bay Colony.
- Analyze the Puritan's internal conflict and their problems with the Pequot.
- Compare the Middle Colonies with the New England Colonies in terms of diversity and religious tolerance.
- Analyze William Penn's influence on the Middle Colonies.
- Analyze the reasons that England founded Maryland and Georgia.
- Evaluate the geographical advantages of the Southern Colonies.
- Analyze why Europeans came to the English Colonies.
- Distinguish between indentured servants and enslaved captives.
- Analyze the English control of colonial trade.
- Explain the growth of the colonial economy in each region.
- Explain when, where, and why groups of people colonized and settled in different parts of New England.
- Describe the accomplishments of colonial leaders such as Anne Hutchinson, John Winthrop, Roger Williams, and Thomas Hooker.
- Describe the clusters of settlements in New England and explain their distribution and location.
- Explain when, where, and why the Dutch and English colonized and settled in the Middle Colonies.
- Analyze why cooperation was an advantage in the economic development of the early European colonies.
- Explain when, where, and why groups of different people colonized and settled in the Southern Colonies.
- Analyze the relationships between the Southern Colonies and their neighbors.

Demonstration of Learning:

- Students will create a layout of Jamestown using construction paper, clay, and other items to accurately display how the first major settlement was set up and a typed essay explaining the history, failure, and importance of Jamestown.

Suggested Tasks and Activities:

- Section Quiz
- Chapter tests
- Viewing images on the Smart Board
- View Discovery Education Streaming
- Informal Observations
- Class Discussions
- Oral Presentations

Social Studies Curriculum
2015

	<ul style="list-style-type: none">• Students answer document based questions off the chart “Founding the Thirteen Colonies.”• Students are divided into four groups and each group has a different colony. Each group will be responsible for using evidence from the test as well as additional online resources to prepare a brief presentation on their colony’s major religion, government, and geography in greater detail.• Students will research religious struggles today and compare them to the religious struggles of the Pilgrims and Quakers.• Students read primary and secondary sources on the Salem Witch Trials.• Students create a creative “Salem Witch Trial” story where they are the accused. Students must use correct historical information to help write their story.• Students create a Venn-Diagram with the three major colony areas.• While working in a small group, rewrite the Mayflower Compact in your own words.
<p>Technology Integration:</p> <ul style="list-style-type: none">• Smart Board• Discovery Education Streaming• Typing skills	<p>Resources:</p> <ul style="list-style-type: none">• Textbook• Discovery Education Streaming,• primary and secondary resources• Brain Pop• PowerPoint notes

Social Studies Curriculum
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Content Area: Social Studies	Grade Level : Fifth		
Unit Title: Colonial Life			
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Unit 4. Title: Colonial Life	Time Frame: 8 weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Era: Three Worlds Meet (Beginnings to 1620)</p> <p>D. History, Culture, and Perspectives</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives</p> <p>Era: Colonization and Settlement (1585-1763)</p> <p>A. Civics, Government, and the Environment</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>B. Geography, People, and the Environment</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>C. Economics, Innovation, and Technology</p> <p>6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.8.C.2.a Relate slavery and indentured servitude to Colonial labor systems.</p> <p>D. History, Culture, and Perspectives</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The early colonial assemblies helped to establish self-government in the 13 colonies. • The colonies used slavery to gain profits from plantations, despite the horrible treatment of human beings. • Geography played a role in the development of the colonies economies. • The French and Indian War was a significant event between colonists and the natives. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What were the injustices that happened to the Native Americans and Africans? • How did the Triangular Trade impact the economic growth in the colonies? • How did competition for land in North America lead to the French and Indian War? • How did geography play a critical role in the development of each colonies economy?

Knowledge and Skills:

Students will...

- Distinguish between indentured servants and enslaved captives.
- Analyze the English control of colonial trade.
- Explain the growth of the colonial economy in each region.
- Analyze triangular trade in the 1700s.
- Evaluate the effect of slave codes on the lives of African captives.
- Analyze how the plantation system affected the development of slavery.
- Analyze why cooperation was an advantage in the economic development of the early European colonies.
- Explain when, where, and why groups of different people colonized and settled in the Southern Colonies.
- Analyze the relationships between the Southern Colonies and their neighbors.
- Explain why and how people colonized and settled in the English colonies.
- Describe the conditions of travel to the colonies.
- Distinguish between indentured servants and enslaved captives.
- Evaluate the effect of slave codes on the lives of African captives.
- Analyze triangular trade in the 1700s.
- Evaluate the effect of slave codes on the lives of African captives.
- Analyze how the plantation system affected the development of slavery.
- Analyze how the plantation system affected the development of slavery.
- Explain the economic patterns and major industries of colonial America.
- Evaluate the effects of supply and demand on the plantation system.
- Describe the development of the free enterprise system in colonial America.
- Analyze information by summarizing the important elements in a history passage.
- Explain why American colonists began to develop their own government.
- Analyze the structures of colonial government

Demonstration of Learning:

- Students research two famous slaves and create a PowerPoint presentation on why they were famous, and their personal journey to through the Middle Passage, and what became of them once they made it to North America.

Suggested Tasks and Activities:

- View the Primary Source “Life of a Slave (1843)” written by Moses Grandy and answer document based questions.
- View the secondary source hart “Enslaved People in the Colonies” and answer document bases questions.
- View the Primary Source “Andrew Burnaby (1775)” written by Andrew Burnaby and answer document based questions.
- View the Primary Source “Slave Petition to the Governor, and House of Representatives of the Province of Massachusetts (1774)” and answer document based questions.

	<ul style="list-style-type: none">• View the secondary source hart “Causes and Effects of the Slave Trade” and answer document bases questions.• Compare and contrast the experience of the colonists and the enslaved who came to the New World.• Analyze information by finding the main idea and supporting details in a passage.• Analyze information by summarizing the important elements in a history passage.• Students read primary and secondary resources from the trail of tears and relate it to another struggle currently happening?• Students read and view primary and secondary resources relating to the Triangular Trade.• Students create a map outlining the Triangular Trade route and draw an image of what the Middle Passage entailed for slaves.• Students analyze and answer the “Agriculture In the Colonies “map worksheet.• Students label the 13 Colonies on a map of America.• Students read and view primary and secondary resources relating to Indentured Servants contracts, and compare it to that of slaves.• What cash crops were grown in each colony?
<p>Technology Integration:</p> <ul style="list-style-type: none">• Smart Board• Discovery Education Streaming• Typing skills	<p>Resources:</p> <ul style="list-style-type: none">• Textbook• Discovery Education Streaming,• primary and secondary resources• Brain Pop• PowerPoint notes

Social Studies Curriculum
2015

Content Area: Social Studies	Grade Level : Fifth		
Unit Title: European Rivalries in North America/ The Road To Revolution			
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Unit 5. Title: European Rivalries in North America/ The Road To Revolution	Time Frame: 8
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Era: Revolution and the New Nation</p> <p>C. Economics, Innovation, and Technology</p> <p>6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>D. History, Culture, and Perspectives</p> <p>6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>NJSA 18A35-2.1 Nature and purpose of United States history course. The principles and ideals of the American form of representative government as expressed in the Declaration of Independence and the Constitution of the United States.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Disputes over political authority and economic issues contributed to a movement for independence in the colonies. • The fundamental values and principles of American democracy are expressed in the Declaration of Independence. • Conflict can lead to change. • The Proclamation of 1763 was an early indication that there would be conflict between the colonists and England. • The Boston Massacre motivated colonial leaders and others to act. • Common Sense spoke to all men and women of all education levels. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why was the Boston Tea Party significant? • What did the First and Second Continental Congress accomplish? • What are the main ideas in the Declaration of Independence?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Analyze information by making generalizations about people, places, and things. • Evaluate the conflict over land that led France and England to fight a war. • Analyze events that led to the end of the French and Indian War. • Explain the advantages of mediation to resolve conflicts. • Identify the contributions of notable individuals during the Revolutionary period. • Analyze the causes and effects of unrest prior to the American Revolution. • Analyze how the First Continental Congress responded to the Intolerable Acts. 	

<ul style="list-style-type: none"> • Interpret information in political cartoons. • Express point of view in political cartoon. • Identify examples of representative government in the American colonies. • 	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Boston Massacre Detective: Students will use the knowledge from the PowerPoint notes, textbook, class discussions, and video: “The Truth: The Boston Massacre” to create a defense case for the British soldiers or the rowdy colonists. • Students create a chart containing political cartoons with a brief explanation for each of the Intolerable Acts and other significant events that led to the American Revolution. 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Section Quiz • Chapter tests • Viewing images on the Smart Board • View Discovery Education Streaming • Informal Observations • Class Discussions • Oral Presentations • Analyzing political cartoons • Evaluate the significant events in the French and Indian War • Examine the attack and capture of Quebec • Using the primary “George Washington and the French and Indian War” analyze the role he played and how this helped him in the Revolution? • Answer document based questions from the primary source, “Patrick Henry, Speech to the Second Virginia Convention (1775).” • Answer document based questions from the primary source, “Taxes: One of the Causes of the Colonial Unrest.” • Answer document based questions from the primary source, “Thomas Paine: Common Sense (1776).” • Answer document based questions from the primary source, “The Battles of Lexington and Concord .” • Students view primary source images of political cartoons by Ben Franklin that helped fuel the animosity towards King George including the Intolerable Acts. • View the video “The Truth: The Boston Massacre”
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Smart Board • Discovery Education Streaming • Typing skills 	<p>Resources:</p> <ul style="list-style-type: none"> • Textbook • Discovery Education Streaming, • primary and secondary resources • Brain Pop • PowerPoint notes

Social Studies Curriculum
2015

Pacing Guide	
Content Area: Social Studies	
Course Title: Ancient World History	Grade Level: 6
Unit 1: The Beginnings of Human Society <ul style="list-style-type: none"> • Geography and History • Prehistoric People • Agricultural Revolution 	September – October
Unit 2: River Valley Civilizations <ul style="list-style-type: none"> • Mesopotamia & the Fertile Crescent • Egypt- The Nile River Valley • Eastern River Valleys (Huang He & Chiang Jiang) • Indus River Valley 	November – January
Unit 3: Foundations of Western Ideas <ul style="list-style-type: none"> • The Early Hebrews • Jewish Beliefs/Judaism • Early Greeks & City-states • Cultural Contributions & Mythology • Hellenistic Period 	January-March
Unit 4: Romans <ul style="list-style-type: none"> • Beginnings • Roman Republic • Roman Empire • Christianity 	March-April
Unit 5: Emergence of New Empires <ul style="list-style-type: none"> • Byzantine Empire • Islam • African 	April
Unit 6: The Middle Ages <ul style="list-style-type: none"> • Germans • Franks • Irish and Anglo-Saxons • Vikings Feudal Society • Church • Rise of Trade and Towns • Rise of Monarchies 	May-June

Content Area: Social Studies	Grade Level : Sixth
Unit Title: The Beginnings of Human Society	
<p>Interdisciplinary Connections: English Language Arts: CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. CCSS.ELA-LITERACY.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Career Ready Practices CRP1 Act as a responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills CPR4 Communicate clearly and effectively and with reason. CRP5 Consider the environmental, social and economic impacts of decisions. CPR6 Demonstrate creativity and innovation. CRP7 Employ valid and reliable research strategies. CRP11 Use technology to enhance productivity. CRP12 Work productively in teams while using cultural global competence.</p>	
<p>21st Century Themes: • Global Awareness • Civic Literacy</p> <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • Information, Media and Technology Skills <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information • Life and Career Skills <ul style="list-style-type: none"> ○ Use and Manage Information <ul style="list-style-type: none"> ▪ ICT Literacy ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

<p>Unit 1. Title: The Beginnings of Human Society</p>	<p>Time Frame: September-October</p>
<p>Standard and Cumulative Progress Indicators:</p> <p>6.2 World History/ Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Era: The Beginnings of Human Society</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.2.8.A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. • 6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources. <p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> • 6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. • 6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures. • 6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. <p>NJSA 18A:35-1 New Jersey Amistad Mandate NJSA 18A:35-28 New Jersey Holocaust Mandate</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The five themes geographers use to study the earth are location, place, human/environmental interaction, movement, regions • Farming and herding changed people from food gatherers to food producers. • Learning how the past helps us to understand the present and make decisions. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What important discoveries changed people from food gatherers to food producers? • Why do historians refer to the development of agriculture as a revolution? • What ways do people adapt to their environment?

Knowledge and Skills:

Students will...

- Identify the tools used to understand history.
- Explain how advances during the Paleolithic Age made it possible for humans to survive the Ice Ages.
- Compare and contrast the social organization of early hunters and gatherers to early agrarian societies.
- Explain migratory patterns of hunters/gatherers from Africa.
- Describe the impact of migration on early humans
- Evaluate the impact of migration on early humans' life.
- Evaluate the impact of the agricultural revolution on population growth and the development of civilizations.
- Investigate how archaeological discoveries are used to understand what happen before written records.(historians sue of artifacts to understand the past)
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, growth of economic and political systems
- Explain why people created permanent settlements when they began to farm.
- Explain how tools changed as a result of permanent communities.

Demonstration of Learning:

- Create a written essay:
 - Neolithic Era –Daily Life Story including facts on the development of lifestyle
 - Create a compare & contrast Venn Diagram Poster: Early Humans to Hunter Gatherers

Suggested Tasks and Activities:

- Analyze and create cave art
- Section Quizzes
- Chapter Tests
- Oral Presentations
- Group Activities
- Videos
- Mini-Lessons
- Graphic Organizers
- Lesson Reviews
- Primary Source Activity
- 21st Century Skills Activities
- Guided Reading Activity Sheets
- Class Discussions
- Written Paragraph:

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	<p>Neolithic Era –Daily Life Story</p> <ul style="list-style-type: none">• Venn Diagram Men vs. Women Roles of Hunter-Gatherers• T-Chart- Neolithic/Paleolithic/Mesolithic Era• Evaluate an Primary Source article on The Bones of Lucy• Analyzing Visuals of Cave Art
<p>Technology Integreation:</p> <ul style="list-style-type: none">• Smart board notes• Power Point notes• Laptop cart research• Online videos• Interactive maps• Brain Pop• Interactive quizzes	<p>Resources:</p> <ul style="list-style-type: none">• Textbook• Discovery Education: United Streaming videos• Supplemental reading materials• Smart board lessons• Primary and Secondary Sources• Brain Pop

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Content Area: Social Studies	Grade Level : Sixth
Unit Title: River Valley Civilizations	
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Unit 2. Title: River Valley Civilizations

Time Frame: November-January

Standard and Cumulative Progress Indicators:

6.2 World History/ Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Era: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)

A. Civics, Government, and Human Rights

6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government.

6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.

6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations.

B. Geography, People, and the Environment

6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.

6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts, and determine the geopolitical impact of these civilizations, then and now.

6.2.8.B.4.a Explain how geography influenced the development of political, economic, and cultural centers of each empire as well as the empires' s relationships with other parts of the world.

6.2.8. B.4.b. Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influences their economic development and interaction or isolation with other societies.

C. Economics, Innovation, and Technology

6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.

6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms. (i.e. Europe, Asia, Americas)

D. History, Culture, and Perspectives

6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.

6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.

6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

Era: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

D. History, Culture, and Perspectives

6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical Civilizations.

Enduring Understanding:

- The Sumerians gained control of the twin rivers by building natural levees even higher
- The Nile River gave the Egyptians water and rich soil.
- There is little known about the early life of people in the Indus River and Huang Ho valleys because very few remains have been found.

Essential Questions:

- How did geography influence the development of the ancient river valley civilizations?
- What constitutes an advanced society?
- How geography influence the way people live.
- Why does conflict develop?
- Why do civilizations rise and fall?

Knowledge and Skills:

Students will...

- Describe the pros and cons of river flooding
- Compare and contrast the societies of Babylonia and Assyria
- Evaluate the importance of Hammurabi's Code
- Draw conclusions about the culture of the Mesopotamians by analyzing primary source documents
- Analyze the purposes writing served in Mesopotamia
- Consider the importance of the Persian's empire impact on the modern world
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, growth of economic and political systems.
- Explain the Sumerian ideas and inventions that have been passed on to other civilizations
- Describe why Babylon was an important city in the ancient world.
- Explain how the Nile River was important to the ancient Egyptians.
- Explain factors that led to the rise and fall of the ancient Egyptian empire
- Explain and compare the factors that led to the rise and fall of each river valley civilization.

- Evaluate the rise and fall of each civilization and the effects it had on the development of modern day societies.
- Analyze the contributions of Indian culture to literature, art, math, and science
- Identify and analyze the geographical features along the Silk Road.
- Apply the concepts of monopoly and competition to the economics of trade along the Silk Road

Demonstration of Learning:

- Create a Mesopotamian City-State that will include but not limited to:
 - Establishment of the city
 - Visual of the creation of the city
 - Written guide of city
 - Social hierarchy
 - Religion
 - Daily Life
 - Government
- Create a Egyptian Tomb (Shoe Box Project) that will include but not limited to:
 - Explanation (in a written document)of the significance of the tomb in Egyptian life
 - Explain the events that took place before and after the tomb and how social Hierarchy effects the development of a tomb
 - Evaluate the inside of tombs and the factors that led to the power of different pharaohs and how empires displayed them differently in their pyramids.
 - Explain the inside of their tombs by creating the shoe box to demonstrate the importance of specific items in life and religion.
- Create a Comparison Poster Chart of the Indus Valley and Ancient Chinese Civilizations that will include but not limited to:
 - Geography

Suggested Tasks and Activities:

- Section Quizzes
- Chapter Tests
- Oral Presentations
- Group Activities
- Videos
- Mini-Lessons
- Lesson Reviews
- 21st Century Skills Activities
- Guided Reading Ac
- Interpret and analyze graphs, charts, and timelines
- Analyze the images of Ziggurats
- Primary Source: Analyze and read translations of Hammurabi’s Code and write several laws.
- Interpreting Primary and Secondary sources: Cuneiform Writing, Hieroglyphics,
- Graphic Organizers-Identifying the civilizations of the Fertile Crescent, compare the roles of women in Ancient Egypt, compare and contrast the Social Hierarchy of each River Valley Civilization, compare and contrast the origins of Hinduism and Buddhism
- Analyze an article on the Rosetta Stone
- Analyze the Daily Life of Mohenjo-Daro and compare it to modern day.
- Written Essay: Explanation of how geography effected the development of civilizations and the effects it had as a natural boundary for different civilizations.
- Analyze documents on the beliefs of the Buddha.

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<ul style="list-style-type: none">○ Daily Life○ Religion○ Leaders and philosophies○ Social Hierarchy○ Government○ Rise and Fall of the civilizations	<ul style="list-style-type: none">● Create a chart to identify and analyze the Chinese Dynasties.● Classify the characteristics of the three schools or thought in China. (Confucianism, Daoism, Legalism)● Create a presentation, slide show or poster about of the three philosophies.
<p>Technology Integration:</p> <ul style="list-style-type: none">● Smart board notes● Power Point notes● Laptop cart research● Online videos● Interactive maps● Brain Pop● Interactive quizzes	<p>Resources:</p> <ul style="list-style-type: none">● Textbook● Discovery Education: United Streaming videos● Supplemental reading materials● Smart board lessons● Primary and Secondary Sources● Brain Pop

Social Studies Curriculum
2015

Content Area: Social Studies	Grade Level : Sixth		
Unit Title: Foundations of Western Ideas - Part 1: The Hebrews & Judaism			
<p>Interdisciplinary Connections: <u>English Language Arts:</u></p> <p>CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCSS.ELA-LITERACY.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.6.5 With some 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>CCSS.ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>			
<p>21st Century Themes: • Global Awareness • Civic Literacy</p> <p>21st Century Skills:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; border: none;"> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information </td> <td style="width: 50%; vertical-align: top; border: none;"> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ ICT Literacy ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others </td> </tr> </table>		<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ ICT Literacy ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
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<p>Unit 3. Title: Foundations of Western Ideas</p> <p>Part 1: The Hebrews & Judaism</p>	<p>Time Frame: January -February</p>
<p>Standard and Cumulative Progress Indicators:</p> <p>6.2 World History/ Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Era: Expanding Exchanges and Encounters (500 CE-1450 CE)</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. <p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> 6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> 6.2.8.D.4.b Analyze how religion both unified and divided people. 6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> The Hebrews believed in social justice because they should be like God who was just. The earlier civilizations were peaceful, had rulers interested in learning, religion and trade; later civilizations were warlike, with religions marked by human sacrifice. Experts believed Assyria’s geography influenced them to become warriors. The Persians were originally part of the Aryan people. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> Why did the Hebrews believe in social justice? What do experts believe influenced the Assyrians to become warriors? What was the relationship between the Persians and the Aryans? What was the main difference between the Mesoamerican civilizations that developed before and after 900 A.D
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> Give examples of the important cultural and religious contributions of the Hebrews. Explain how the rise of empires affected the early people of the Middle East. 	

<ul style="list-style-type: none"> • Differences between monotheism and polytheism • Beliefs of the ancient Israelites • Key Leaders of the Israelites • Role of religion in everyday life. • Jewish exile in Babylon and the Jews return to Judah • What life was like for Jews during Greek and Rome rule 	
<p>Demonstration of Learning:</p> <p>Create a flow chart poster: the Egyptian pharaoh agrees to free the Israelites. (including short and long term effects of the event) –different color for short and long</p> <ul style="list-style-type: none"> • Detail events- Short ex. • Moses led the Israelites out of Egypt • Journey is called Exodus • Long ex: Ten Commandments • Each effect should be detailed and in chronological order • Written out with bullets to summarize • Colored • Should include a map displaying the route taken. 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Section Quizzes • Chapter Tests • Oral Presentations • Group Activities • Videos • Mini-Lessons • Lesson Reviews • 21st Century Skills Activities • Guided Reading Ac • Interpret and analyze graphs, charts, and timelines • Map of South West Asia/Canaan • Analyze the role of kings in Israel • Graphic Organizer: Three Kings of Israel (Saul, David and Solomon) • Create a map route displaying the Jewish exile to Babylon. • Primary Sources Tabernacle • Read and summarize Biography of Moses • Primary Source Activity: Excerpts from the Book of Exodus • Venn Diagram: Abraham & Moses
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Smart board notes • Power Point notes • Laptop cart research • Online videos • Interactive maps • Brain Pop • Interactive quizzes 	<p>Resources:</p> <ul style="list-style-type: none"> • Textbook • Discovery Education: United Streaming videos • Supplemental reading materials • Smart board lessons • Primary and Secondary Sources • Brain Pop

Social Studies Curriculum
2015

Content Area: Social Studies	Grade Level : Sixth
Unit Title: Foundations of Western Ideas Part 2: Greeks	
<p>Interdisciplinary Connections: <u>English Language Arts:</u></p> <p>CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCSS.ELA-LITERACY.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.6.5 With some 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>CCSS.ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
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<p>Unit 3: Title: Foundations of Western Ideas</p> <p>Part 2: Greeks</p>	<p>Time Frame: February-March</p>
<p>Standard and Cumulative Progress Indicators:</p> <p>6.2 World History/ Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. • 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. • 6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now. • 6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. • 6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise. <p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> • 6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. • 6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. • 6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. • 6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Minoan and Mycenaean combined to form Greek civilization. • Greek communities had little contact with one another because they were separated by mountains and by the sea. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What civilizations combined to form Greek civilization? • Why did Greek communities have little contact with one another? • What was the role of oracles in Greek religion? • What changes did Philip II make in his army?

<ul style="list-style-type: none"> • They spoke to the gods and gave advice and prophecies to the Greek people. • Philip II armed a professional army with long spears, slingshots, and bows and arrows; developed the phalanx. 	
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Discuss how geography affected the early Greeks. • Discuss what contributed to the development of the Minoan civilization. • Explain how the Mycenaean's became a powerful military force. • Explain how Greek culture spread to other parts of the world. • Identify the different types of government that developed among the Greek city-states • Explain how the Persians successfully ruled their large empire and discuss what the Greeks did to defeat the Persians. • Explain how the ancient Greeks honored gods and goddesses. • Discuss the success of Alexander and the achievement of his goals. • Explain the Hellenistic kingdoms spread of Greek culture. • Identify and describe the location of the Persian Empire. • Explain differences between Athenian democracy and American democracy • Identify characteristics of life in Athens. • Explain why Pericles was able to convince Athenians to continue fighting the Peloponnesian War • Discuss how the Greek culture developed. • Describe how Greek culture spread. • Summarize Greek contributions to western civilizations. 	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Create their own Greek Mythological story. • Create a power point presentation on a Greek God. • Create a poster on a model of a Greek Styled building to learning about Greek architecture. 	<p>Suggested Tasks and Activities</p> <ul style="list-style-type: none"> • Section Quizzes • Chapter Tests • Oral Presentations • Group Activities • Videos • Mini-Lessons • Lesson Reviews • 21st Century Skills Activities

	<ul style="list-style-type: none"> • Guided Reading Activity • Interpret and analyze graphs, charts, and timelines • Create a Venn diagram with the similarities and differences between the rights and responsibilities of ancient Greek citizens and U.S. citizens today. • Compare and contrast the characteristics of tyranny, oligarchy, and democracy. • Create a T-chart and describe the differences between Sparta and Athens • Compare and contrast Socrates, Plato and Aristotle • Venn Diagram-Creating Spartan and Athens soldiers. • Read and analyze Aesop’s fables. • Discuss the impact of Greek Drama. • Analyze visual of The Parthenon and other styles of columns. • Primary Source- Evaluate-Did Socrates Commit Treason? • Discuss the rise of Alexander the Great. • Write essays/summaries on the Hellenistic kingdoms • Literature Activity: Oedipus the King by Sophocles • Primary Source from Plutarch’s Lives “Alexander” • Primary Source Greek Lyric Poetry • Analyze Greek Myths of Gods and Goddesses • Write a Biography about a Greek God/Goddess
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Smart board notes • Power Point notes • Laptop cart research • Online videos • Interactive maps • Brain Pop • Interactive quizzes 	<p>Resources:</p> <ul style="list-style-type: none"> • Textbook • Discovery Education: United Streaming videos • Supplemental reading materials • Smart board lessons • Primary and Secondary Sources • Brain Pop

Social Studies Curriculum
2015

Content Area: Social Studies	Grade Level : Sixth
Unit Title: Romans	
<p>Interdisciplinary Connections: <u>English Language Arts:</u></p> <p>CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCSS.ELA-LITERACY.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.6.5 With some 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>CCSS.ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p>21st Century Themes: • Global Awareness • Civic Literacy</p> <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit 4: Title: Romans

Time Frame: March-April

Standard and Cumulative Progress Indicators:

6.2 World History/ Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Era: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

D. History, Culture, and Perspectives

- 6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Era: Expanding Exchanges and Encounters (500 CE-1450 CE)

A. Civics, Government, and Human Rights

- 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

B. Geography, People, and the Environment

- 6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
- 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

C. Economics, Innovation, and Technology

- 6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
- 6.2.8.C.4.b Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.

D. History, Culture, and Perspectives

- 6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
- 6.2.8.D.4.b Analyze how religion both unified and divided people.
- 6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.D.4.d Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

<p>Enduring Understanding:</p> <ul style="list-style-type: none">• The Etruscans dominated Eutria and eventually all of northern Italy, including the Latin village on the Palatine.• The Roman legion was so effective because it was small and fast and could split off and attack from all sides.• The Romans blamed the Christians because they did not like Christian ideas.• It brought more business and wealth, turning Italy into manufacturing center.	<p>Essential Questions:</p> <ul style="list-style-type: none">• Why was the Roman legion so effective in battle?• How did increased trade during the Pax Romana affect the Romans?• Why did the Romans blame and punish the Christians for many disasters?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none">• Explain how the city of Rome became a great empire.• Summarize what contributions the Romans made to Western civilization.• Discuss the relationship between the Roman Empire and Christianity.• Explain how geographic features contributed to the settlement and growth of Rome.• Discuss the Roman social classes.• Describe the events of the Punic Wars.• Determine the impact of Julius Caesar.• Describe the impact of Augustus.• Explain how conflict was resolved between patricians and plebeians.• Identify the causes of the Roman Republic's decline.• Describe the Roman's empire economy.• Analyze how the Greeks influenced the Romans.• Analyze a map of the Byzantine Empire's trade routes.• Identify the cultural influences that shaped the Byzantines.• Analyze how the economy influenced the fall of the Roman Empire.	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none">• Create a power point presentation/poster on the Roman Family including but not limited to:<ul style="list-style-type: none">○ Family life○ Daily life○ Slavery	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">• Section Quizzes• Chapter Tests• Oral Presentations• Maps and Geography activities

<ul style="list-style-type: none"> ○ Religion ○ Philosophy ○ Science ○ Art ○ Architecture ○ Rules of the Empire ○ Factors contributing to the Fall of Rome <ul style="list-style-type: none"> ● Create a poster comparison chart displaying the similarities and differences between the government of the Roman Empire and the United States today including but not limited to: <ul style="list-style-type: none"> ○ Using visuals ○ Written facts ○ Charts ○ graphs 	<ul style="list-style-type: none"> ● Group Activities ● Videos ● Mini-Lessons ● Lesson Reviews ● 21st Century Skills Activities ● Guided Reading Activity ● Interpret and analyze graphs, charts, and timelines ● Summarize what geographic features influenced Rome’s development. ● Discuss the two legends: Aeneid & Romulus and Remus stories, which is more likely to be based on fact? Literature Activity (wkbk p.10) ● Written Essay: Take on role of a reported and write a short article about the Latin’s and the birth of Rome. ● Graphic Organizer: Rome Powerful, military strength, geographic advantages, and leadership. ● Compare and contrast Patricians vs. Plebeians ● Create a flow chart of the Punic Wars/Geography Map ● Write an essay on the Rise of Julius Caesar ● Graphic Organizer: Achievements of Emperor Augustus ● Label and describe the trade routes of the Roman Empire ● Biography Activity/Primary Source Activity: Spartacus ● Primary Source: from The Amores (Rome & Christianity) ● The Spread of Christianity- Geography Map Activity
<p>Technology Integration:</p> <ul style="list-style-type: none"> ● Smart board notes ● Power Point notes ● Laptop cart research ● Online videos ● Interactive maps ● Brain Pop ● Interactive quizzes 	<p>Resources:</p> <ul style="list-style-type: none"> ● Textbook ● Discovery Education: United Streaming videos ● Supplemental reading materials ● Smart board lessons ● Primary and Secondary Sources ● Brain Pop

Social Studies Curriculum
2015

Content Area: Social Studies	Grade Level : Sixth
Unit Title: Romans	
<p>Interdisciplinary Connections: <u>English Language Arts:</u></p> <p>CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCSS.ELA-LITERACY.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.6.5 With some 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>CCSS.ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p>21st Century Themes: • Global Awareness • Civic Literacy</p> <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information 	
<ul style="list-style-type: none"> ▪ Use and Manage Information ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

<p>Unit 6. Title: The Middle Ages</p> <ul style="list-style-type: none"> • The Early Middle Ages • The Late Middle Ages 	<p>Time Frame: May-June</p>
<p>Standard and Cumulative Progress Indicators:</p> <p>6.2 World History/ Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Era: Expanding Exchanges and Encounters (500 CE-1450 CE)</p> <p>A. Civics, Government, and Human Rights</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.</p> <p>B. Geography, People, and the Environment</p> <p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p> <p>C. Economics, Innovation, and Technology</p> <p>6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.</p> <p>6.2.8.C.4.b Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.</p> <p>D. History, Culture, and Perspectives</p> <p>6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.</p> <p>6.2.8.D.4.b Analyze how religion both unified and divided people.</p> <p>6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.8.D.4.d Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Germans were allowed to cross the borders of the Roman Empire because the Romans realized they were not strong enough to keep them out. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why were the Germans allowed to cross the borders of the Roman Empire? • What happened to Western Europe after the decline of the Roman Empire?

<ul style="list-style-type: none"> • There was disorder, towns and roads fell into ruin, the countryside was in safe, trading slowed, and there were shortages of food’s borders against the Germanic invasions. • Roman rule crumbled because Roman soldiers were called home to defend the empire. • Vikings turned to the sea because the land was not suited to farming. • Feudalism emerged as a new social order of the Middle Ages. 	<ul style="list-style-type: none"> • What was feudalism and why was it an important social structure?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Explain why the early Middle Ages is an important period in European. • Describe changes in government, economy, and learning in early Middle Ages. • Analyze what role religion played in the lives of the people during the early Middle Ages. • Analyze the balance of power between the pop and Charlemagne. • Explain feudalism • Compare and contrast the lives of knights and peasants. • Analyze why the Magna Carta was needed. • Explain the causes and effects of the Crusades. • Explain how the rise of strong governments contributed to an increase in trade, banking and business • Read a map and analyze the spread of the plague • Discuss problems and changes during the late Middle Ages • 	
<p>Demonstration of Learning:</p> <p>Create a script about a day in the life of a lord, a vassal, a knight or a peasant n Medieval Europe.</p> <ul style="list-style-type: none"> • poster with detailed visual and information • written script of their life <p>Create a PowerPoint presentation that depicts particular aspects of the Middle Ages including but not limited to the topics listed below. Information will be gathered from their Social Studies textbook and the Internet.</p> <ol style="list-style-type: none"> 1. Germanic tribes 2. Charlemagne 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Section Quizzes • Chapter Tests • Oral Presentations • Maps and Geography activities • Group Activities • Videos • Mini-Lessons • Lesson Reviews • 21st Century Skills Activities

<p>3. Vikings 4. Crusades 5. Castles</p> <p>Slides in Power Point:</p> <ul style="list-style-type: none">A. Title slide introducing your project.B. Information slides for 1 through 7 listed above.C. Other slides with extra information you want to include.D. Source slide citing references.	<ul style="list-style-type: none">• Guided Reading Activity• Interpret and analyze graphs, charts, and timelines• Identify and label a map of Europe to demonstrate understanding of the regions• Analyzing a Primary Source Document, “The End of Charlemagne’s Life”• Compare and Contrast the Manor System to Modern systems• Compare and contrast the Feudal Societies of Europe and Japan• Analyze the power of Popes vs. the power of Kings• Create a graphic organizer explaining Europe before the crusades• Interpret an interactive map on the Major Crusades from 1096-1204.• Create a t-chart, cause and effects of the crusades.• Compare and Contrast Monks vs. Friars.• Read analyze the biography of Saint Thomas Aquinas.• Interpret Primary Source Document, Magna Carta• Read Primary Source document & write summaries on the Black Death and the effects it had on Europe between 1347-1351.
<p>Technology Integration:</p> <ul style="list-style-type: none">• Smart board notes• Power Point notes• Laptop cart research• Online videos• Interactive maps• Brain Pop• Interactive quizzes	<p>Resources:</p> <ul style="list-style-type: none">• Textbook• Discovery Education: United Streaming videos• Supplemental reading materials• Smart board lessons• Primary and Secondary Sources• Brain Pop

Pacing Guide	
Content Area: Social Studies	
Course Title: The American Nation	Grade Level: 7
Unit 1: The American Revolution <ul style="list-style-type: none"> • Crisis in the Colonies • Declaration of Independence • The American Revolution 	September – October
Unit 2: Constitution and A New Nation <ul style="list-style-type: none"> • Constitution • Washington’s Presidency 	November – December
Unit 3: Westward Expansion <ul style="list-style-type: none"> • Jackson Era • Manifest Destiny • California Gold Rush 	January-February
Unit 4: Division, Civil War, and Reconstruction <ul style="list-style-type: none"> • Industrial Revolution • Underground Railroad • Slavery Divides the Nation • The Civil War • Reconstruction and the Changing South 	March-April-May-June

Social Studies Curriculum
2015

Content Area: Social Studies	Grade Level : Seventh
Unit Title: The Revolutionary Era	
<p>Interdisciplinary Connections: <u>English Language Arts:</u></p> <p><u>CCSS.ELA-LITERACY.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.2</u> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.3</u> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><u>CCSS.ELA-LITERACY.RI.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>CCSS.ELA-LITERACY.RI.7.5</u> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><u>CCSS.ELA-LITERACY.RI.7.6</u> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><u>CCSS.ELA-LITERACY.RI.7.7</u> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><u>CCSS.ELA-LITERACY.RI.7.8</u> 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><u>CCSS.ELA-LITERACY.RI.7.9</u> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><u>CCSS.ELA-LITERACY.W.7.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><u>CCSS.ELA-LITERACY.W.7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.W.7.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><u>CCSS.ELA-LITERACY.W.7.6</u> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><u>CCSS.ELA-LITERACY.W.7.7</u> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><u>CCSS.ELA-LITERACY.W.7.8</u> 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.</p> <p><u>CCSS.ELA-LITERACY.W.7.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CPR4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
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<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

<p>Unit 1. Title: The Revolutionary Era</p>	<p>Time Frame: 8-10 weeks</p>
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1. U.S. History: America in the World: All students will acquire the knowledge and skills to think analytical about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Era: Revolution and the New Nation (1754-1820s)</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. 6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War. <p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> • 6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution • 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. • 6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States. • 6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. • 6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. • 6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The reasons the colonists chose to declare their independence from Britain. • The Battle of Saratoga ended the British threat England. • In October 1781, the British surrendered at Yorktown. In the 1783 Treaty of Paris, Britain recognized United States independence. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why did the colonists revolt against Britain? • How did the Battle of Saratoga mark a turning point of the Revolutionary War? • How and why did the Americans win the Revolutionary War?

Knowledge and Skills:

Students will...

- Explain why war began in North America.
- Describe how mistakes led to British defeats early in the war.
- Identify what turned the tide of war in Britain's favor.
- List the ways colonists reacted to new taxes imposed by Parliament.
- Identify new colonial leaders.
- Explain the events that led to the Boston Massacre.
- Analyze the role of propaganda in the colonies.
- Explain how a dispute over tea led to tension between the colonists and Britain.
- Describe how Parliament struck back at Boston.
- Identify the reasons fighting broke out at Lexington and Concord.
- Describe how Congress struggled between peace and war with Britain.
- List the advantages each side had as it entered the war.
- Describe the impact of Common Sense.
- List the steps Congress took to declare independence.
- Summarize the main ideas of the Declaration of Independence.
- List the battles fought in New York and New Jersey.
- Explain how the Battle of Saratoga marked a turning point of the war.
- Describe the condition at Valley Forge
- Describe the role of women in the war.
- List the choices African Americans had during the American Revolution.
- Explain how the war was fought on the frontier and at sea.
- Explain why Britain decided to start fighting in the South.
- Describe the British defeat at Yorktown.
- List the terms of the Treaty of Paris.
- Explain why the Americans won the war.

Demonstration of Learning:

- Create a newspaper about Colonial America to include (but not limited to) wars, battles, famous colonists, documents, and a major event

Suggested Tasks and Activities:

- Section Quizzes
- Chapter Tests
- Class Discussions
- Oral Presentations
- Videos
- Mini-Lessons
- Group Activities

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	<ul style="list-style-type: none">• Graphic Organizers• Related Biographies• Interpret and analyze graphs, charts, and timelines• Create a poster promoting the Boston Tea Party• Analyze Boston Gazette article of the Boston Massacre• Create skits acting out one tax the British put on colonists• Analyze excerpt from Patrick Henry’s Speech to the Second Virginia Convention• Analyze excerpt from “Common Sense”• Interpret map of the Battles of Lexington and Concord• Analyze and illustrate “Midnight Ride of Paul Revere”• Analyze the Declaration of Independence• Analyze life at Valley Forge through journal entries from the Continental Army• Write journal entry pretending to be a soldier at Valley Forge• Oral presentations about women’s roles in the war
<p>Technology Integration:</p> <ul style="list-style-type: none">• Smart Board• Research using laptop cart• Related DVDs• Interactive quizzes• Socrative.com• BrainPop	<p>Resources:</p> <ul style="list-style-type: none">• Textbook• Discovery Education• BrainPop• “Liberty Kids” series• Related Primary and Secondary sources• Supplemental reading materials

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2015

Content Area: Social Studies	Grade Level : Seventh		
Unit Title: U.S. Constitution and a New Nation			
<p>Interdisciplinary Connections: <u>English Language Arts:</u></p> <p><u>CCSS.ELA-LITERACY.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.2</u> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.3</u> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><u>CCSS.ELA-LITERACY.RI.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>CCSS.ELA-LITERACY.RI.7.5</u> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><u>CCSS.ELA-LITERACY.RI.7.6</u> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><u>CCSS.ELA-LITERACY.RI.7.7</u> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><u>CCSS.ELA-LITERACY.RI.7.8</u> 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><u>CCSS.ELA-LITERACY.RI.7.9</u> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><u>CCSS.ELA-LITERACY.W.7.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><u>CCSS.ELA-LITERACY.W.7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.W.7.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><u>CCSS.ELA-LITERACY.W.7.6</u> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><u>CCSS.ELA-LITERACY.W.7.7</u> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><u>CCSS.ELA-LITERACY.W.7.8</u> 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.</p> <p><u>CCSS.ELA-LITERACY.W.7.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CPR4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>			
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Unit 2. Title: U.S. Constitution and a New Nation	Time Frame: 8-10 weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1. U.S. History: America in the World: All students will acquire the knowledge and skills to think analytical about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Era: Revolution and the New Nation (1754-1820s)</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none">6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none">6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none">6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.	
<p>Enduring Understanding:</p> <ul style="list-style-type: none">The new nation needed to have a plan of government.The Constitution contains the principles and responsibilities of the federal government.The federal government developed under George Washington.	<p>Essential Questions:</p> <ul style="list-style-type: none">Why do people form governments?What weaknesses did the U.S. face with the Articles of Confederation?What principles are contained in the Constitution?

Knowledge and Skills: Students will...	
<ul style="list-style-type: none">• Identify the strengths and weaknesses of the Articles of Confederation• Compare and contrast the strengths and weaknesses of the Articles of Confederation to those of the new Constitution• Identify and evaluate the sources, plans, and compromises for the Constitution and the balance of power in government• Compare and contrast arguments supporting and opposing the adoption of the Constitution• Analyze and describe the structure of the Constitution• Identify and evaluate the principles contained in the Constitution and their importance• Analyze and describe the separation of powers• Evaluate decisions made by the new government• Draw conclusions about how the economy developed under Hamilton• Identify and analyze the challenges on the frontier that the new government faced• Contrast the views of the developing political parties• Identify and analyze issues that developed during the presidency of John Adams	
Demonstration of Learning: <ul style="list-style-type: none">• Create an educational flip chart about the Constitution that would include a variety of elements (but not limited to) photos, drawings, graphs, and quotes.• Create a timeline of significant events from the presidencies of George Washington and John Adams.	Suggested Tasks and Activities: <ul style="list-style-type: none">• Section Quizzes• Chapter Tests• Class Discussions• Oral Presentations• Videos• Mini-Lessons• Group Activities• Graphic Organizers• Related biographies• Interpret and analyze graphs, charts, and timelines• Interpret and analyze the U.S. Constitution
Technology Integration: <ul style="list-style-type: none">• Smart Board• Research using laptop cart• Related DVDs• Interactive quizzes• Socrative.com• BrainPop	Resources: <ul style="list-style-type: none">• Textbook• Discovery Education• BrainPop• “Liberty Kids” series• Related Primary and Secondary sources• Supplemental reading materials

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2015

Content Area: Social Studies	Grade Level : Seventh		
Unit Title: Westward Expansion			
<p>Interdisciplinary Connections: <u>English Language Arts:</u></p> <p><u>CCSS.ELA-LITERACY.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.2</u> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.3</u> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><u>CCSS.ELA-LITERACY.RI.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>CCSS.ELA-LITERACY.RI.7.5</u> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><u>CCSS.ELA-LITERACY.RI.7.6</u> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><u>CCSS.ELA-LITERACY.RI.7.7</u> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><u>CCSS.ELA-LITERACY.RI.7.8</u> 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><u>CCSS.ELA-LITERACY.RI.7.9</u> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><u>CCSS.ELA-LITERACY.W.7.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><u>CCSS.ELA-LITERACY.W.7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.W.7.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><u>CCSS.ELA-LITERACY.W.7.6</u> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><u>CCSS.ELA-LITERACY.W.7.7</u> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><u>CCSS.ELA-LITERACY.W.7.8</u> 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.</p> <p><u>CCSS.ELA-LITERACY.W.7.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CPR4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>			
<p>21st Century Themes: • Global Awareness • Civic Literacy</p> <p>21st Century Skills:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information </td> <td style="width: 50%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others </td> </tr> </table>		<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
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<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>			

Unit 3. Title: Westward Expansion	Time Frame: 8-10 weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1. U.S. History: America in the World: All students will acquire the knowledge and skills to think analytical about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Era: Revolution and the New Nation (1754-1820s)</p> <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none">6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none">6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans. <p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none">6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none">6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. <p>A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none">6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none">6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans. <p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none">6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none">6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.6.1.8.D.4.b Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.	

<p>Enduring Understanding:</p> <ul style="list-style-type: none">• In 1803, the United States purchased the territory of Louisiana from France, doubling the size of the nation.• Lewis and Clark studied the geography of the territory and learned about its Indian nations. Explorers brought back much useful information about the Louisiana Purchase.• The War Hawks wanted to bring lasting safety in frontier settlers, stop British seizure of American ships, and expand the national borders into Canada and Florida.• The Monroe Doctrine was determined to keep Europe out of the Western Hemisphere.• Political parties developed more democratic ways of choosing candidates for President.• Religious and political factors contributed to the spirit of reform.• Women could not vote or hold office; they had to turn over their property to their husbands when they married	<p>Essential Questions:</p> <ul style="list-style-type: none">• How did the growing spirit of equality change voting rights in the 1820s?• Why were settlers and trappers attracted to Oregon and the Far West?• Explain how political and religious ideals provided inspiration for reform.• Why did some women call for equal rights in the 1890s?
<p>Knowledge and Skills:</p> <p>Students will...</p> <ul style="list-style-type: none">• Describe Jefferson’s democratic style as president.• List the actions Jefferson took to reduce the power of the federal government.• Explain why control of the Mississippi River was important to the United States.• Describe how the United States purchased Louisiana.• List the result of the explorations of Lewis and Clark and of Zebulon Pike.• List the benefits and risks of overseas trade.• Describe how the British and French violated the Neutrality of American ships.• Explain why Jefferson decided to impose an embargo.• Explain why conflicts between white settlers and Native Americans increased during the early 1800s.• Identify the goal of Tecumseh’s Native American confederation.• Describe why the War Hawks pushed for war against Britain.• Describe how the United States was not ready for war.• List the successes Americans had in the West.• Explain why New Englanders protested the war.• Describe how settlers traveled west.• List the steps Americans took to improve their roads.• Explain how steamboats and canals improved transportation for Americans.• Discuss sectionalism’s impact in the Era of Good Feelings.	

- Describe Henry Clay's American System.
- Explain how Latin American nations won independence and became republics.
- Describe how the United States gained Florida.
- Explain the purpose of the Monroe Doctrine.
- Summarize how more citizens gained suffrage in the 1820s.
- Explain the dispute over the 1824 election.
- List the new political parties.
- List the qualities that helped Andrew Jackson succeed.
- Explain the spoils system.
- Summarize why President Jackson fought the Bank of the United States.
- Explain how the tariff crisis led to the Nullification Act.
- Summarize why Native Americans were forced off their land.
- List the economic problems Martin Van Buren faced.
- Describe the campaigns of 1840.
- Explain the appeal of Oregon and the Far West.
- Summarize how mountain men helped explore the Far West.
- Describe the role missionaries played in Oregon.
- Identify the hardships faced on wagon trains to the West.
- Summarize why Americans in Texas conflicted with Mexico.
- Explain how Texas gained independence.
- Describe how the Alamo affected Texans.
- Identify the challenges the Lone Star Republic faced.
- Explain why Americans took an interest in the New Mexico Territory.
- Describe life for Native Americans on California's missions and ranches.
- Summarize why many Americans supported the idea of westward expansion.
- Explain how the United States gained Oregon and Texas.
- List the causes and results of the Mexican War.
- Name the new lands the United States acquired as a result of the Mexican War.
- Describe how a mix of cultures shaped California and the Southwest.
- Summarize why California developed such a diverse population.
- Identify the difficulties faced by the first railroads.
- Describe the new immigrants.
- Explain how political and religious ideals provided inspiration for reform.
- Identify the goals of the temperance movement.
- Explain why some women called for equal rights in the 1800s.
- List the goals that were set at the Seneca Falls Convention.

<ul style="list-style-type: none">• Summarize how women won new educational opportunities.• Describe the new style of American painting.• Summarize themes that American writers explored.	
Demonstration of Learning: <ul style="list-style-type: none">• Create a scrapbook depicting U.S. growth and expansion	Suggested Tasks and Activities: <ul style="list-style-type: none">• Section Quizzes• Chapter Tests• Class Discussions• Oral Presentations• Videos• Mini-Lessons• Group Activities• Graphic Organizers• Interpret and analyze graphs, charts, and timelines• Related Biographies• Interpret map of “Lewis and Clark Expedition”• Write a Journal Entry pretending they are traveling the Oregon Trail• Analyze diary entries from “The Donner Family”• Analyze pictures of the California Gold Rush
Technology Integration: <ul style="list-style-type: none">• Smart Board• Research using laptop cart• Related DVDs• Interactive quizzes• Socrative.com• BrainPop	Resources: <ul style="list-style-type: none">• Textbook• Discovery Education• BrainPop• “Liberty Kids” series• Related Primary and Secondary sources• Supplemental reading materials

Content Area: Social Studies	Grade Level : Seventh
Unit Title: Division, Civil War, and Reconstruction	
<p>Interdisciplinary Connections: <u>English Language Arts:</u></p> <p><u>CCSS.ELA-LITERACY.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.2</u> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.3</u> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><u>CCSS.ELA-LITERACY.RI.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>CCSS.ELA-LITERACY.RI.7.5</u> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><u>CCSS.ELA-LITERACY.RI.7.6</u> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><u>CCSS.ELA-LITERACY.RI.7.7</u> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><u>CCSS.ELA-LITERACY.RI.7.8</u> 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><u>CCSS.ELA-LITERACY.RI.7.9</u> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><u>CCSS.ELA-LITERACY.W.7.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><u>CCSS.ELA-LITERACY.W.7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.W.7.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><u>CCSS.ELA-LITERACY.W.7.6</u> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><u>CCSS.ELA-LITERACY.W.7.7</u> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><u>CCSS.ELA-LITERACY.W.7.8</u> 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.</p> <p><u>CCSS.ELA-LITERACY.W.7.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CPR4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p>21st Century Themes: • Global Awareness • Civic Literacy</p> <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
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Unit 4. Title: Division, Civil War, and Reconstruction	Time Frame: 12-14 weeks
<p>Standard and Cumulative Progress Indicators:</p> <p>6.1. U.S. History: America in the World: All students will acquire the knowledge and skills to think analytical about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Era: Expansion and Reform (1801-1861)</p> <p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> • 6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. • 6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.8.D.4.b Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period. • 6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. <p>Era: Civil War and Reconstruction</p> <p>A. Civics, Government, and the Environment</p> <ul style="list-style-type: none"> • 6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. • 6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. <p>B. Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War. <p>C. Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> • 6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South. • 6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives. <p>D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives. • 6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war. • 6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War. • 6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The antislavery movement grew through public lectures and publishing antislavery newspapers. • The Missouri Compromise was an 1819 agreement to admit Maine (free state) and Missouri (slave state) to the Union to 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What was the purpose of the Missouri Compromise? • How did new inventions change manufacturing and farming in the North? • How did the antislavery movement begin and grow?

<p>maintain equal number of slave and free states</p> <ul style="list-style-type: none">• The Industrial Revolution began when the spinning jenny and the water-powered loom made possible the mass production of textiles.• The steel plow and the reaper made work easier for farmers.• In 1858, Lincoln challenged Douglas to a series of debates in the campaign for the Senate.• After the Confederates shelled the fort, the Union forces surrendered to the Confederate forces on April 13, 1861.• The goal of the South was to become an independent nation and to preserve its traditional way of life. The goal of the North was to preserve the Union.• Lincoln believed that slavery was wrong, but he did not want to turn the slave-holding border states against the Union. Also, he was not sure that enough people in the Union would fight against slavery.• At the time, no slaves were freed; the Proclamation affected only slaves in Confederate states not under Union control.• Enslaved African Americans and in Union border states in the Union-held Confederate territories were not covered.• Poll taxes and literacy tests were used to prevent African Americans from voting. Jim Crow laws forced racial segregation in schools and other public facilities.	<ul style="list-style-type: none">• What was Lincoln's primary goal in the war?• What were the effects of the Emancipation Proclamation?
<p>Knowledge and Skills: Students will...</p> <ul style="list-style-type: none">• Describe the purpose of the Missouri Compromise.• Explain why conflict arose over the issue of slavery in the western territories.• Identify the Industrial Revolution and explain its effects on the United States.• Explain why Lowell Massachusetts, was called a model factory town.• Describe life in early factories.• Summarize the impact the Industrial Revolution has on American cities.• Summarize how new inventions changed manufacturing and farming in the northern economy.• Explain how free African Americans were treated in the North,• Identify how the cotton gin improved cotton production in the South.• Explain how the South became an agricultural economy.• Describe the ways in which the South was dependent on the North.• Name the groups of white southerners that made up southern society.	

- Describe how free African Americans were treated.
- Explain how African Americans resisted slavery.
- Explain how the antislavery movement began and grew.
- Describe the Underground Railroad.
- Identify why so many white northerners and southerners opposed abolition.
- Explain why the slavery debate erupted again in 1850.
- Describe the impact of Compromise of 1850.
- Summarize how Uncle Tom’s Cabin affected attitudes toward slavery.
- Identify the goal of the Kansas-Nebraska Act.
- Explain why violence erupted in Kansas and in the Senate.
- Summarize the impact of the Dred Scott case on the nation.
- Explain why the Republican Party was founded.
- Explain the rapid emergence of Abraham Lincoln as a Republican leader.
- Describe the reaction to John Brown’s raid on Harpers Ferry.
- Explain how the 1860 election reflected sectional divisions.
- Describe how the South reacted to the election results.
- Identify how the Civil War began in 1861.
- Explain the issues that divided the nation.
- Describe the strengths and weaknesses of the North and the South.
- Identify the leaders of each side in the war.
- Describe the strategies each side adopted to win the war.
- Explain how early encounters dispelled hopes for a quick end to the war.
- Identify the victories of the Confederates.
- Identify Lincoln’s primary goal in the war.
- Describe the effects of the Emancipation Proclamation.
- Explain African Americans’ contribution to the war effort both in the Union army and behind Confederate lines.
- Describe conditions for Confederate and Union soldiers.
- Explain what problems each side faced at home.
- Summarize how the war affected the economies of the North and the South,
- Identify the role women played in the war.
- Explain why the Union victories at Vicksburg and Gettysburg were important.
- Describe Grant’s plan for ending the war.
- Identify Lincoln’s hopes for the Union after his reelection.
- Summarize why the Civil War was a major turning point in the U.S. history.
- Describe the nation’s postwar problems.
- List the early steps that were taken toward Reconstruction.

Social Studies Curriculum
2015

<ul style="list-style-type: none"> • Explain how the assassination of Lincoln and the inaugurations of a new President led to conflict. • Describe how Congress reacted to the passage of black codes in the South. • Explain how Radical Republicans gained power in Congress. • Identify why President Johnson was impeached. • Identify new forces in southern politics. • Describe how southern Conservatives resisted Reconstruction, • List the challenges facing Reconstruction governments. • Explain why sharecropping led to a cycle of poverty. • List the events that led to the end of Reconstruction. • Explain how the rights of African Americans were restricted in the South after Reconstruction. 	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Create a book showing and explaining the outcomes of the Industrial Revolution • Create a PowerPoint presentation about a chosen group or individual from the Civil War 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Section Quizzes • Chapter Tests • Class Discussions • Oral Presentations • Videos • Mini-Lessons • Group Activities • Graphic Organizers • Interpret and analyze graphs, charts, and timelines • Related Biographies • Reenact an excerpt from “The Gettysburg Address” • Analyze excerpt from “Twelve Years a Slave” • Analyze the Dred Scott decision • Read and analyze excerpts from “The Red Badge of Courage”
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Smart Board • Research using laptop cart • Related DVDs • Interactive quizzes • Socrative.com • BrainPop 	<p>Resources:</p> <ul style="list-style-type: none"> • Textbook • Discovery Education • BrainPop • “Liberty Kids” series • Related Primary and Secondary sources • Supplemental reading materials

Pacing Guide	
Content Area: Social Studies	
Course Title: The Foundations of American Citizenship	Grade Level: 8
Unit 1: Americans, Citizenship, Introduction to Government <ul style="list-style-type: none"> • Roots of American Democracy • The Bill of Rights • Citizenship and Government in a Democracy 	September – October
Unit 2: The American Colonies and Their Government, Types of Governments <ul style="list-style-type: none"> • The Declaration of Independence • Magna Carta, English Bill of Rights, the Mayflower Compact 	November – December
Unit 3: National Government and the U.S. Constitution <ul style="list-style-type: none"> • The Constitution • The American People 	January
Unit 4: The National Government <ul style="list-style-type: none"> • The Legislative • The Executive Branch • The Judicial Branch 	February-March
Unit 4: State and Local government, Intro to Economics <ul style="list-style-type: none"> • Taxes and Budgets • Local municipalities • State laws and regulations 	April-June

Content Area: Social Studies	Grade Level : Eighth
Unit Title: Americans, Citizenship, Introduction to Government	
<p>Interdisciplinary Connections: <u>English Language Arts:</u></p> <p>CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CCSS.ELA-LITERACY.RI.8.8 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>CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p> <p>CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p>21st Century Themes: • Global Awareness • Civic Literacy</p> <p>21st Century Skills: <u>Learning and Innovation Skills</u></p> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information <ul style="list-style-type: none"> ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Americans, Citizenship, Introduction to Government	Time Frame: 4-6 weeks
<p>Standards and Cumulative Progress Indicators: 6.1. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Era: Three World Meet (Beginnings to 1620) A. Civics, Government, and the Environment 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>Era: Colonization and Settlement (1585-1763) 6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies. 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none">• Cultures are held together by shared beliefs and common practices and values. The U.S. has a diverse population.• The United States is enriched by its diversity and unified in its values. There are multiple ways to be a citizen in the United States.• Citizenship means different things to different people. In the U.S., if you are not a natural-born citizen, you must be naturalized to gain citizenship rights and responsibilities.	<p>Essential Questions:</p> <ul style="list-style-type: none">• What are the characteristics that make up a culture?• How is the United States of America a melting pot?• What does it mean to be a citizen?• What are the rights and responsibilities of citizens?• Why do people create, structure and change governments?• How do values and beliefs impact justice, equality, and freedom?
<p>Knowledge and Skills:</p> <p>Students will know:</p> <ul style="list-style-type: none">• the purpose of government• the diversity of Americans and what they value.• how a person becomes a citizen of the United States.• the duties and responsibilities of citizens. <p>Students will be able to:</p>	

- Identify counties from which immigrants have come to the United States
- Describe the relationship between American values and American institutions
- Analyze a primary source document from an American immigrant
- Describe what it means to be a citizen
- Define civics and explain the importance of its study
- Identify and explain the steps in the naturalization process
- Explain how citizenship can be revoked
- Compare and contrast the rights of legal aliens with the rights of citizens
- Discuss the views on immigration and citizenship in a short essay
- Identify and describe the duties and responsibilities of Americans
- Describe the value of volunteering.
- Identify places and ways to volunteer in their own communities.
- Describe what governments do and why they are necessary.
- Identify, compare, and contrast the various forms of democratic and authoritarian governments.
- Share opinions about authoritarian government in writing.
- Discuss diversity in the United States of America
- Describe how values, beliefs, justice, and freedom impact American lives

Demonstration of Learning:

- Using a related reading, compare and contrast the citizen and alien points of view
- Create a graphic organizer to visually display the naturalization process.
- Illustrate and label the melting pot and explain its meaning
- Create a cartoon strip to exhibit your understanding of the citizenship and the naturalization process (rubric will be provided)

Suggested Tasks and Activities:

- Oral Presentations
- Writing Essays
- Interpreting Primary and Secondary sources
- Group Activities
- Videos
- Mini lessons
- Open notebook quizzes
- Graphic organizers
- Paragraph summaries
- Analyzing and Interpreting images
- Think-pair-share
- Essay
- Peer review
- Lesson Reviews
- Review and Test

	<ul style="list-style-type: none">• Study the most recent census and draw two conclusions from the data• Illustrate three rights and three responsibilities you use as a citizen• Primary Source Activity Worksheet: The Immigrant Experience• Write about the American identity from the immigrant point of view• List three of your beliefs or values and explain how they have impacted your citizen experience in the U.S.• Compare/contrast American cultures using a graphic organizer• Draw a diagram of the naturalization process• Fill out a naturalization form and sample test•
<p>Technology Integration:</p> <ul style="list-style-type: none">• Notes, political cartoons, news articles, and photographs shown through the SmartBoard• Graphic organizer on Smartboard (drag and drop ideas)• Prezi presentation• Discovery education online resources• Discovery education online videos• United Streaming videos• Powerpoint presentation• I Civics.org resources	<p>Resources:</p> <ul style="list-style-type: none">• Textbook• United Streaming videos• Supplemental reading materials• Smartboard lessons• Mr. Donn online notes, powerpoints, worksheets• ICivics.org projects and worksheets• Discovery education online• Brainpop online videos• Library of Congress Primary/secondary source readings and photographs

Content Area: Social Studies	Grade Level : Eighth
Unit Title: The American Colonies and Their Government, Types of Governments	
<p>Interdisciplinary Connections: English Language Arts:</p> <p>CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CCSS.ELA-LITERACY.RI.8.8 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>CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p> <p>CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>Career Ready Practices</p> <p>CPR1 Act as a responsible and contributing citizen and employee.</p> <p>CPR2 Apply appropriate academic and technical skills</p> <p>CPR4 Communicate clearly and effectively and with reason.</p> <p>CPR5 Consider the environmental, social and economic impacts of decisions.</p> <p>CPR6 Demonstrate creativity and innovation.</p> <p>CPR7 Employ valid and reliable research strategies.</p> <p>CPR11 Use technology to enhance productivity.</p> <p>CPR12 Work productively in teams while using cultural global competence.</p>	
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<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

<p>Unit Title: The American Colonies and Their Government, Types of Governments</p>	<p>Time Frame: 6-7 weeks</p>
<p>Standard and Cumulative Progress Indicators: 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Era: Revolution in the New Nation (1754-1820s) A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period. <p>Era: Colonization and Settlement (1585-1763)</p> <ul style="list-style-type: none"> 6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies. 6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times. <p>Era: Expansion and Reform (1801-1861)</p> <ul style="list-style-type: none"> 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. <p>Era: Revolution and the New Nation (1754-1820s) D. History, Culture, and Perspectives</p> <ul style="list-style-type: none"> 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy <p>Era: Three Worlds Meet (Beginnings to 1620) A. Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. <p>Era: Colonization and Settlement (1585-1763)</p> <ul style="list-style-type: none"> 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> People establish government to create order, provide security, and accomplish common goals 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How does geography influence the development of communities? Why do people create, structure, and change governments? How are the world's governments alike and different? What are the positive and negative aspects of each government?

<ul style="list-style-type: none">• Ancient peoples and great thinkers of the Enlightenment included how the Founders shaped our government in ways that still affect us today.• The reasons early settlers came to America and the economies and the governments that grew helped to shape the new United States and continue to influence American culture today.	<ul style="list-style-type: none">• What elements of the United States government embody the principles of a democracy?• What is the purpose of a government?• How do governments keep order in society?
<p>Knowledge and Skills:</p> <p>Students will know:</p> <ul style="list-style-type: none">• What ideas influenced early colonial governments and how they developed.• That discontent grew between the colonists and the British government and led to the writing of the Declaration of Independence.• The different types of governmental systems• The social, economic, and political aspects of Colonial living.• Explain how early government structures developed, and determine the impact of these early structures on the evolution of America. <p>Students will be able to:</p> <ul style="list-style-type: none">• Paraphrase primary sources, including excerpts from the Magna Carta, the English Bill of Rights, and the Mayflower Compact.• Determine cause and effect of influences on colonial governments.• Organize information about the founding of the American colonies in a chart.• Analyze a historical map to determine colonial economic activity and its tie to geography.• Analyze a historical map to determine how distance affected governing in the 1700s.• Complete a time line of events leading to colonial revolution.• Understand cumulative patterns of events that led colonists to write the Declaration of Independence.• Analyze primary sources, including <i>Common Sense</i> and the Declaration of Independence.	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none">• Students will conduct a project where they choose to govern a nation under one of the types of government they have learned about. Students will present their government using a multimedia presentation to the class.	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none">• Interpret and analyze graphs, charts, and timelines• Oral Presentations• Writing Essays• Interpreting Primary and Secondary sources

Students will explain the leadership, laws, rights of the people, etc. A rubric will be provided.

- Students will create a timeline of events that contributed to the creation of the new U.S. representative democracy.
- Students will create a graphic organizer that displays the comparisons and differences between five different types of government.

- Group Activities
- Videos
- Mini lessons
- Open notebook quizzes
- Graphic organizers
- Paragraph summaries
- Analyzing and Interpreting images
- Think-pair-share
- Essay
- Peer review
- Lesson Reviews
- Review and Test
- Primary Source Activity: Documents That Founded a Nation
- Time line on events leading up to the American Revolution
- Primary Source Worksheet: “’Tis Time to Part”
- Class discussion about the American colonies
- Identify the four broad functions of a government by filling in a chart.
- Create a graphic organizer to show the differences between a democracy and authoritarian government.
- Compare and contrast a direct democracy, a representative democracy, and a constitutional monarchy using a tri-Venn diagram.
- Outline the effects of the Magna carta, English Bill of Rights, and the social contract theory.
- Paraphrase primary sources, including excerpts from the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
- Determine cause and effect of influences on colonial governments.
- Organize information about the founding of the American colonies in a chart.
- Analyze a historical map to determine colonial economic activity and its tie to geography.
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- Understand cumulative patterns of events that led colonists to write the Declaration of Independence.

	<ul style="list-style-type: none">Analyze primary sources, including Common Sense and the Declaration of Independence.
Technology Integration: <ul style="list-style-type: none">Notes, political cartoons, news articles, and photographs shown through the SmartBoardGraphic organizer on Smartboard (drag and drop ideas)Prezi presentationDiscovery education online resourcesDiscovery education online videosUnited Streaming videosPowerPoint presentationIcivics.org resourcesBrain pop website	Resources: <ul style="list-style-type: none">TextbookUnited Streaming videosSupplemental reading materialsSmartboard lessonsMr. Donn online notes, PowerPoints, worksheetsICivics.org projects and worksheetsDiscovery education onlineBrainpop online videos educational videos, quizzes, and activitiesLibrary of Congress Primary/secondary source readings and photographs

Content Area: Social Studies	Grade Level : Eighth
Unit Title: National Government and the U.S. Constitution	
<p>Interdisciplinary Connections: English Language Arts:</p> <p>CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CCSS.ELA-LITERACY.RI.8.8 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>CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p> <p>CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>Career Ready Practices</p> <p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p>21st Century Themes: • Global Awareness • Civic Literacy</p> <p>21st Century Skills: Learning and Innovation Skills</p> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • Information, Media and Technology Skills <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information 	<ul style="list-style-type: none"> ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy • Life and Career Skills <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

<p>Unit Title: National Government and the U.S. Constitution</p>	<p>Time Frame 4 weeks</p>
<p>Standard and Cumulative Progress Indicators: 6.1. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Era: Revolution and the New Nation (1754-1820s) A. Civics, Government, and the Environment 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues. D. History, Culture, and Perspectives 6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • People establish governments to create order, provide security, and accomplish common goals. • Citizens take action to solve problems. • The value that a society puts on individual rights is often reflected in that society's government • In creating the Constitution today, the Framers reached important compromises that had lasting legacies. • The U.S. Constitution set up the structure of our government and the basic laws of our nation. • There are five basic principles of the U.S. Constitution. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do people create, structure, and change governments? • How do societies balance individual and community rights? • How does social change influence government? • How do societies balance individual and community rights? • How does social change influence government? • Why did American leaders decide to create a new plan for government? • How does the U.S. Constitution organize the government? • What are the principles of the U.S. government/Constitution? • How is power divided under federalism?

Knowledge and Skills:

Students will know:

- How weaknesses of the Articles of Confederation led to formation of a new plan of federal government, the Constitution.
- How the Constitution limits the powers of government.
- How the federal government is organized.
- How the amendment process works.
- What the principles of government as established by the Constitution are.
- How power is shared under federalism.
- Which civil liberties are protected by the First Amendment of the Bill of Rights?
- Why there must be some limits on individual rights.
- Which civil liberties are protected by the Bill of Rights, particularly by the Second through the Tenth Amendments to the U.S. Constitution?
- How the Bill of Rights places limits on the power of government.
- What the reasons for the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution are.
- How several twentieth-century amendments extended voting rights and changed the election process.
- Why the civil rights movement occurred and what impact it had on society and the law.

Demonstration of Learning:

- Students will complete the Hands-On Chapter Project: Write Journal Entries About the Changing Government.
- Students will write a five paragraph essay outlining the five principles of the Constitution
- Students will create a persuasive poster displaying the arguments of the New Jersey plan and the Virginia plan.
- Students will debate the viewpoints of the Federalists and Anti-federalists point of view
- Students will create a graphic organizer exhibiting the differences between federal and state powers.

Suggested Tasks and Activities:

- Work in groups to organize problems and solutions of the governmental structure that is provided by the Articles of Confederation.
- Use a diagram to analyze how elements of the Virginia Plan and New Jersey Plan were combined to form the Great Compromise.
- Debate viewpoints of Federalists and Anti-Federalists.
- Paraphrase the Preamble of the U.S. Constitution.
- Use an outline to organize the purpose of each of the articles within the Constitution.
- Determine how the Constitution solved problems created by the Articles of Confederation.
- Organize information about the principles of government.
- Analyze a Venn diagram of federal and state powers.
- Write a paragraph about the importance of one principle of government.

- Organize information about the U.S. constitutional amendments on a chart.
- Communicate ideas and opinions verbally.
- Think critically about the effects amendments have on citizens.

	<ul style="list-style-type: none"> • Analyze bar graphs showing expansion of voting populations. • Write paragraphs describing the effect of constitutional amendments on the political process. • Explain why particular amendments were added to the Constitution. • Sequence events and acts of the civil rights movement using a time line. • Defend a viewpoint on affirmative action. • Analyze and interpret selected images and videos • Oral Presentations • Writing Essays • Interpreting Primary and Secondary sources • Group Activities • Videos • Mini lessons • Open notebook quizzes • Graphic organizers • Paragraph summaries • Analyzing and Interpreting images • Think-pair-share • Essay • Peer review • Lesson Reviews • Review and Test
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Notes, political cartoons, news articles, and photographs shown through the SmartBoard • Graphic organizer on Smartboard (drag and drop ideas) • Prezi presentation • Discovery education online resources • Discovery education online videos • United Streaming videos • Powerpoint presentation • Brain-pop videos, activities, and quizzes • Icivics.org resources 	<p>Resources:</p> <ul style="list-style-type: none"> • Textbook • United Streaming videos • Supplemental reading materials • Smartboard lessons • Mr. Donn online notes, powerpoints, worksheets • ICivics.org projects and worksheets • Discovery education online • Brainpop online videos, activities, and quizzes • Library of Congress Primary/secondary source readings and photographs

Content Area: Social Studies	Grade Level : Eighth
Unit Title: Three Branches of Government	
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<p>Unit Title: Three Branches of Government</p>	<p>Time Frame: 7-8 weeks</p>
<p>Standard and Cumulative Progress Indicators: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills need to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Era: Colonization and Settlement A. Civics, Government, and Human Rights 6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature). Era: Three Worlds Meet (Beginnings to 1620) D. History, Culture, and Perspectives 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. A. Civics, Government, and Human Rights 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The value that a society puts on individual rights is often reflected in that society's government. • Congress makes the federal laws that affect all Americans. • The framers gave Congress many powers and also placed some limits on their powers. • In making laws, Congress makes decisions that affect all Americans. • The process Congress follows to make laws is complex. • Leaders can impact society. • Nations have relationships with one another. • The President and the Vice President are the only leaders elected by the entire nation. • The president has many important duties that affect all Americas. • The president makes the key decision about the relations with other countries. • Decisions made by people working in the executive branch affect many areas of life. • The federal courts help keep order in society 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do societies balance individual and community rights? • How does social change influence government? • Why do nations interact with each other? • How can governments ensure citizens are treated fairly? • Why do people create, structure, and change governments? • What are the goals of foreign policy? • What is the role of the federal courts? • What kind of cases are heard in federal/state courts?

<ul style="list-style-type: none"> • Lower federal courts handle most cases involving federal law. • The Supreme Court decides what the Constitution means and thus what rights Americans have. • The kinds of cases the Supreme Court hears. 	
<p>Knowledge and Skills:</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Which civil liberties are protected by the First Amendment of the Bill of Rights? • Why there must be some limits on individual rights. • Which civil liberties are protected by the Bill of Rights, particularly by the Second through the Tenth Amendments to the U.S. Constitution? • How the Bill of Rights places limits on the power of government. • What the reasons for the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution are. • How several twentieth-century amendments extended voting rights and changed the election process. • Why the civil rights movement occurred and what impact it had on society and the law. The requirements for becoming president and how the president is selected. • The functions and roles of the president. • That the United States uses many methods to carry out American foreign policy. • That many groups help the president carry out major duties. • That the federal courts make up the judicial branch of the U.S. government. • That the federal court system is made up of the Supreme Court, district courts, and appeals courts. • How federal judges are selected. • The powers and limits placed on the Supreme Court. • That the decisions made by the Supreme Court can have a big impact on society. • The jurisdictional limits and organization of the federal and state courts. 	
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Draw a diagram of how a bill becomes a law • Illustrate a diagram showing the differences between the three branches of government and how they check and balance each other's powers/roles 	<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Analyze and interpret selected images and videos • Oral Presentations • Writing Essays • Interpreting Primary and Secondary sources • Group Activities

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| <ul style="list-style-type: none">• “I am the President of the U.S.” Project outlining the process of being president, roles of the president, and qualifications to be president. (Rubric provided)• Research a Supreme Court case. Use the Judicial branch vocabulary to write about the importance of the case and the judges use of “Judicial Review”.• Write an essay on Congressional action and the role of Congress in lawmaking.• Create an online/ multimedia presentation about the three branches of government. | <ul style="list-style-type: none">• Compare and Contrast key powers and roles of the 3 branches• Paragraph summaries• Analyzing and Interpreting images• Think-pair-share• Students will complete the Hands-On Chapter Project: Create Visual Displays About Constitutional Amendments and Civil Rights Laws• Students will complete the Hands-On Chapter Project: Hold a Cabinet Expo by creating visual displays about the cabinet departments.• Students will complete the Hands-On Chapter Project: Research and Role-Play Supreme Court Justices.• Primary Source Worksheet: Free Speech in Public Schools• 21st Century Skills Activity: Sequence Information• Class discussion about the Bill of Rights and other amendments to the Constitution• Mock election with popular and electoral voting• Class discussion about the executive branch• Primary Source Worksheet: Limiting Executive Privilege• Thurgood Marshall Biography worksheet• Class discussion about the judicial branch• Organize information about the U.S. constitutional amendments on a chart.• Communicate ideas and opinions verbally.• Think critically about the effects amendments have on citizens.• Analyze bar graphs showing expansion of voting populations.• Write paragraphs describing the effect of constitutional amendments on the political process.• Explain why particular amendments were added to the Constitution.• Sequence events and acts of the civil rights movement using a time line.• Defend a viewpoint on affirmative action. |
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	<ul style="list-style-type: none"> • Simulate the processes of the Electoral College. • Research a cabinet position or office. • Analyze a U.S. v. Nixon primary source document. • Use a chart to organize the goals and tools of foreign policy. • Explain how foreign policy issues can affect them personally. • Analyze images to make connections between the titles and the work of each cabinet and office position. • Verbally communicate interests and opinions about the cabinet. • Organize information on the federal court organization. • Classify types of cases federal courts handle. • Analyze a diagram of the relationship and responsibilities of the district and appeals courts. • Describe the court case process. • Identify the types of cases heard by the Supreme Court. • Interpret a bar chart about court caseload. • Explain in writing the effects of court decisions. • Define opinion-writing terms. • Summarize facts about the Supreme Court.
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Notes, political cartoons, news articles, and photographs shown through the SmartBoard • Graphic organizer on Smartboard (drag and drop ideas) • Prezi presentation • Discovery education online resources • Discovery education online videos • United Streaming videos • PowerPoint presentation • Brain-pop videos, activities, and quizzes • I civics.org resources 	<p>Resources:</p> <ul style="list-style-type: none"> • Textbook • United Streaming videos • Supplemental reading materials • Smart board lessons • Mr. Donn online notes, PowerPoints, worksheets • ICivics.org projects and worksheets • Discovery education online • Brainpop online videos, activities, and quizzes • Library of Congress Primary/secondary source readings and photographs

Content Area: Social Studies	Grade Level : Eighth
Unit Title: State and Local Government	
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<p>21st Century Themes: • Global Awareness • Civic Literacy</p> <p>21st Century Skills: Learning and Innovation Skills</p> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others ▪ Apply Technology Effectively • Information, Media and Technology Skills <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information 	<ul style="list-style-type: none"> ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy • Life and Career Skills <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others

Unit Title: State and Local Government	Time Frame: 7-8 weeks
<p>Standard and Cumulative Progress Indicators: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills need to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Era: Colonization and Settlement A. Civics, Government, and Human Rights 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature). D. History, Culture, and Perspectives 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. A. Civics, Government, and Human Rights 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. C. Economics, Innovation, and Technology 6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • State and local governments make key decisions that affect the everyday lives of American citizens. • State governments oversee local governments which create ordinances and organize specific budgetary funds. • State and local taxes are appropriated to specific programs which preserve the safety and stability of cities, towns, and boroughs. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do state governments act as a big brother to local governments? • How do federal, state, and local governments work together to create an efficient bureaucracy? • How can you practice active citizenship on the federal, state, and local level?
<p>Knowledge and Skills: Students will know:</p> <ul style="list-style-type: none"> • The different types of state and local taxes. • How budgets are created and prioritized. • The legislative, executive, and judicial levels of the state government. • The legislative, executive, and judicial levels of the local government. 	

- The election process of state and local representatives.
- The effect of political parties on federal, state, and local elections.

Demonstration of Learning:

- Create a diagram that organizes the levels of government from federal down to local.
- Act as a local representative and create a plan for government.
- Execute a plan for government/ local ordinance.
- Debate and defend a viewpoint and take civic action on a state or local issue.

Suggested Tasks and Activities:

- Analyze and interpret the structure of local and state governments
- Oral Presentations
- Writing Essays
- Interpreting Primary and Secondary sources
- Group Activities
- Compare and Contrast key powers and roles of the 3 branches in the state
- Paragraph summaries of active citizenship in your local community/municipality
- Analyzing and Interpreting images
- Think-pair-share
- Students will complete the Hands-On Chapter Project: Students will create a plan for government to solve a real-world local or state-wide problem
- Discuss and propose local and state issues and possible solutions
- Students will complete the Hands-On Chapter Project: investigate state crimes and the judicial/disciplinary system
- Students will complete the Hands-On Chapter Project: Research state tax codes; sales, income, excise as well as budget appropriations
- 21st Century Skills Activity: Mock state and local election with popular and electoral voting
- Class discussion about the impact state/local governments have on everyday life
- Graphic organizer of the 3 branches according to the state government
- Research and organize the state executive branch in a graphic organizer (the roles of a governor)

	<ul style="list-style-type: none"> • Research and organize the local executive branch in graphic organizer (the roles of a mayor) • Communicate ideas and opinions verbally. • Analyze bar graphs showing expansion of voting populations. • Analyze images to make connections between the titles and the work of each office position. • Participate in the electoral process of county/local election for council members, chiefs of the municipality, board of education • Classify and understand how a bill becomes a law. • Analyze a diagram of the relationship and responsibilities a governor and mayor • Identify State Supreme Court cases, research, discuss and present the impact on your state
<p>Technology Integration:</p> <ul style="list-style-type: none"> • Notes, political cartoons, news articles, and photographs shown through the SmartBoard • Graphic organizer on Smartboard (drag and drop ideas) • Prezi presentation • Discovery education online resources • Discovery education online videos • United Streaming videos • Powerpoint presentation • Brain-pop videos, activities, and quizzes • Icivics.org resources 	<p>Resources:</p> <ul style="list-style-type: none"> • Textbook • United Streaming videos • Supplemental reading materials • Smartboard lessons • Mr. Donn online notes, powerpoints, worksheets • ICivics.org projects and worksheets • Discovery education online • Brainpop online videos, activities, and quizzes • Library of Congress Primary/secondary source readings and photographs