



Social Studies Curriculum

Ogdensburg School District

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Social Studies

INTRODUCTION

Social Studies Education in the 21st Century

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

[Social Studies Scope and Sequence](#)

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

Social studies instruction occurs throughout the P-8 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.
- In grades **PreK-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.
- In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

The Role of Essential Questions: □Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

The four strands and associated essential questions.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Social Studies Time frame Table Summary

U.S. History: America in the World

Civics, Government, and Human Rights (P-4)

Classroom community, rules & laws, U.S. Constitution, U.S. government structure & purpose, democracy, immigration, interconnected world

Geography, People, and the Environment (P-4)

Physical features of neighborhood/community, use of different maps, landforms, resources, regions, patterns of settlement

Economics, Innovation, and Technology (P-4)

Decision making based on wants & needs, supply & demand, specialization, production, distribution, consumption of goods, money, savings, debt, investments, entrepreneurship, creativity & innovation,

History, Culture, and Perspective (P-4)

Individual & family characteristics, culture within the classroom, New Jersey history focus, leadership of Washington, Jefferson, Franklin, prejudice, discrimination

Active Citizenship in the 21st Century (P-4)

Different perspectives, beliefs, values, traditions, identify stereotyping & bias, making informed decisions, seeking information, resolving conflict, understanding the need for fairness

Beginnings to 1620

Three Worlds Meet (5th)

Africa-Europe-Native Americans, migration, exploration, Columbian Exchange
1585-1763

American Colonization and Settlement (5th)

Early colonial government, natural resources, slavery-mercantilism, focus on economics 1754-1776

The American Revolution (5th)

Seven Years War (French & Indian), Declaration of Independence

The Beginnings of Human Society

Paleolithic and Neolithic Ages (6th)

Hunter-gatherer, migration, agricultural revolution, development of civilizations, language, and culture

4000-1000 BCE

Ancient River Valley Civilizations (6th)

Mesopotamia-Egypt, first laws, major achievements

1000 BCE-600 CE

The Classical Civilizations of the Mediterranean World, India, and China (6th)

Rome-Greece-China-India (compare/contrast), world religions and mythology

500 CE-1450 CE

Expanding Exchanges and Encounters (6th)

Japanese & European feudalism, Medieval England, African Caravan & Silk Road, Arabian Peninsula (Islam), Aztecs & Maya

1754-1820s

Revolution and the New Nation (7th)

American Revolution, Constitution, political parties

1801-1861

Expansion and Reform (7th)

Louisiana Purchase, Manifest Destiny, Jacksonian democracy, expansion, economic focus, reform, anti-slavery movement

1850-1877

Civil War and Reconstruction (7th)

Causes of war, Gettysburg Address-Emancipation Proclamation affect on today, how war was won/lost, Lincoln vs. Johnson on Reconstruction, 13- 15 Amendments

1870-1900

The Development of the Industrial United States (8th)

Legislative acts (i.e. Homestead, Morrill), economic development of west

1890-1930

World War I (8th)

Foreign policies of U.S. presidents, isolationism, why U.S. entered war, Treaty of Versailles

1929-1945

The Great Depression (8th)

Business cycle, events that lead to recession/depression, market crash, global effect

New Deal (8th)

FDR leadership, conflicts with Supreme Court

World War II (8th)

Japanese internment, Korematsu v. United States, holocaust

1945 to early 1970s

Civil Rights and Social Change (8th)

Factors that lead to change, Montgomery Bus Boycott, civil rights legislation, Martin Luther King, Jr., Malcolm X

Active Citizenship in the 21st Century (5-8)

Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. Debate

Research and presentation of constitutional law issues – New Jersey State Bar Foundation

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). Letters to state legislature or visit

Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education. Distance learning, community blog

Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action. Invite mayor or councilman to class

Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities. Invite Superintendent or BOE president to class

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. Mock election / trial

Social Studies Skills Table

Social Studies Skill	Pre-K-4	5-8
Chronological Thinking	Place key historical events and people in historical eras using timelines. Explain how the present is connected to the past.	Construct timelines of the events occurring during major eras. Explain how major events are related to one another in time.

Spatial Thinking	<p>Determine locations of places and interpret information available on maps and globes.</p> <p>Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.</p>	<p>Select and use various geographic representations to compare information about people, places, regions, and environments.</p> <p>Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p>
Critical Thinking	<p>Distinguish fact from fiction.</p> <p>Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).</p>	<p>Compare and contrast differing interpretations of current and historical events.</p> <p>Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</p>
Presentational Skills	<p>Use evidence to support an idea in a written and/or oral format.</p>	<p>Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</p>

ENGLISH LANGUAGE LEARNERS

<ul style="list-style-type: none"> ● Seat student near teacher ● Print clearly ● Do not use cursive ● Give directions in print & orally ● Print keywords, page numbers, homework, deadlines on the board ● Incorporate visuals ● Avoid slang or colloquial sayings, ● Avoid complex sentence structure ● Use questions that need one word answers ● Be ready to give additional instructions on complex tasks 	<ul style="list-style-type: none"> ● Adjust assignments so student writes less ● Provide simpler questions to answer ● Expect fewer spelling words ● Provide extra time as necessary ● Provide graphic organizers ● Provide an ELL dictionary ● Provide books on tape or CD ● Provide wall charts of key concepts ● Provide a word wall ● Provide models of docs such as Homework, projects
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NEW JERSEY CORE CURRICULUM CONTENT
STANDARDS
&
UNIT OVERVIEWS

GRADES Pre-K to 3

Content Area: Social Studies		Grade Level: Pre-K	
Unit Title: Rules, Laws, and Government		Length of Unit: 6 weeks	
Unit Summary: <i>An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.</i>			
Interdisciplinary connections: <i>Language Arts</i>		21 st Century Themes: <i>Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</i>	
Resources Needed:			
Print	Media/Internet		Supplemental
Stories and lessons on: Fire Safety; Family Roles; Traditions; Thanksgiving; Other cultures; Veterans Day; Martin Luther King; Earth Day	Videos Computer awareness		Discovery-based learning activities
Learning Targets			
Standards: <i>Civics, Government, and Human Rights</i>			
CPI#	Cumulative Progress Indicator (CPI)		
SOC.K-4.6.1.4.A.1	<i>- 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.- .</i>		
SOC.K-4.6.1.4.A.1	<i>- 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.</i>		
SOC.K-4.6.1.4.2	<i>-The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</i>		
SOC.K-4.6.1.4.A.2	<i>- 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) contributes to the continuation and improvement of American democracy.</i>		
SOC.K-4.6.1.4.A.3	<i>- Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.</i>		

Unit Essential Questions:

- * Why do *societies require rules, laws and government*?
- * Who is the government official in charge of our classroom and school?

Enduring Understandings: Student *will...*

- * *Understand why* rules and laws are developed to protect people's rights and the security and the welfare of society.
- * *Explain* why we need classroom rules and classroom communities.
- * *Understand* that kindness, friendship and sharing make us good citizens

Assessment

Formative Assessments: Observation of class discussion of home rules, class rules, school rules and state rules.

Summative Assessments: Student progress in developmental learning

Unit Overview

Content Area: Social Studies

Grade Level: K

Unit Title: Rules, Laws, and Government

Length of Unit: 6 weeks

Unit Summary: *An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.*

Interdisciplinary connections: *Language Arts*

21st Century Themes: *Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.*

Resources Needed:

Print

Media/Internet

Supplemental

<p>Stories and lessons on: Johnny Appleseed; Fire Safety; Family Roles; Cultures & Traditions; Thanksgiving- Pilgrims & Native Americans; Veterans Day; Elections; Dr. King -Civil Rights; Equality; Underground Railroad; Lincoln/Washington; Diversity; Map Skills-Global; Earth Day; American Symbols; Memorial Day & Flag Day</p>	<p>Web-based videos and media</p>	<p>Discovery-based learning activities</p>
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Learning Targets

Standards: *Civics, Government, and Human Rights*

CPI#	Cumulative Progress Indicator (CPI)
SOC.K-4.6.1.4.A.1	<i>- 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.- .</i>
SOC.K-4.6.1.4.A.1	<i>- 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.</i>
SOC.K-4.6.1.4.2	<i>-The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</i>
SOC.K-4.6.1.4.A.2	<i>- 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) contributes to the continuation and improvement of American democracy.</i>
SOC.K-4.6.1.4.A.3	<i>- Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.</i>

Unit Essential Questions:
* Why do societies require rules, laws and government?
* Who is the government official in charge of our classroom, school and town?

<p>Enduring Understandings: Student <i>will...</i></p> <ul style="list-style-type: none"> * <i>Understand why</i> rules and laws are developed to protect people's rights and the security and the welfare of society. * <i>Explain</i> why we need government classroom rules and classroom communities. * <i>Understand</i> that kindness, sharing and making good choices make us better citizens
Assessment
Formative Assessments: Observation of class discussion of home rules, class rules, school rules and state rules, and classroom voting.
Summative Assessments: Creation of Class Rules and useful problem solving techniques

Unit Overview		
Content Area: Social Studies	Grade Level: 1	
Unit Title: Rules, Laws, and Government	Length of Unit: 6 weeks	
Unit Summary: <i>An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.</i>		
Interdisciplinary connections: <i>Language Arts</i>	21 st Century Themes: <i>Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</i>	
Resources Needed:		
Print	Media/Internet	Supplemental

<p>Grow and Change Houghton Mifflin Lessons: Classroom rules Classroom Communities Bucket Fillers Johnny Appleseed Fire Safety Community Helpers: Fireman, police, nurse, doctor, janitor, cafeteria Thanksgiving- Pilgrims/Indians/Mayflower Election Veterans Day Needs and Wants</p>	<p>United Streaming</p>	<p>Student of the Week Activities</p>
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Learning Targets

Standards: *Civics, Government, and Human Rights*

CPI#	Cumulative Progress Indicator (CPI)
SOC.K-4.6.1.4.A.1	<i>- 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.- .</i>
SOC.K-4.6.1.4.A.1	<i>- 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.</i>
SOC.K-4.6.1.4.2	<i>-The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</i>
SOC.K-4.6.1.4.A.2	<i>- 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) contributes to the continuation and improvement of American democracy.</i>
SOC.K-4.6.1.4.A.3	<i>- Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.</i>

Unit Essential Questions:
* Why do *societies* require rules, laws and government?
* Who is the government official in charge of our town?

Unit Learning Targets: Student *will...*

- * *Understand why* rules and laws are developed to protect people's rights and the security and the welfare of society.
- * *Explain why we need government.*
- * *Understand that citizens can influence government in many ways if they choose to participate.*

Assessment

Formative Assessments: Observation of class discussion of home rules, class rules, school rules and state rules, and classroom voting.

Summative Assessments: Creation of Class Rules and useful problem solving techniques

Unit Overview

Content Area: Social Studies

Grade Level: 1

Unit Title: Historical Leadership

Length of Unit: Interspersed throughout the calendar year.

Unit Summary: *Students will evaluate the impact of ideas, inventions, and other contributions of prominent figures that lived in the United States.*

Interdisciplinary connections: Language Arts and Science.

21st Century Themes: Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

Resources Needed:

Print

Media/Internet

Supplemental

<p>A Picture Book of Abraham Lincoln, Thomas Jefferson, Thomas Alva Edison and George Washington (Picture Book Biography) - David A. Adler Grow and Change Houghton Mifflin Lessons: Dr. King- Civil Rights Equality Rosa Parks Underground Railroad Lincoln/Washington Cultures and Traditions Map Skills Basic Landforms Earth Day Memorial Day Flag Day American Symbols Map Skills</p>	<p>United Streaming: Martin Luther King Harriet Tubman Rosa Parks Alexander Graham Bell</p>	<p>Jonathan Sprout-folk artist American Heroes</p>
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Learning Targets

Standards: *History, Culture, and Perspectives*

CPI#	Cumulative Progress Indicator (CPI)
SOC.K-4.6.1.4.2	<i>- Key historical events, documents, and individuals led to the development of our nation</i>
SOC.K-4.6.1.4.D.6	<i>- Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</i>
SOC.K-4.6.1.4.3	<i>- Personal, family, and community history is a source of information for individuals about the people and places around them.</i>

Unit Essential Questions:

* *Are there general lessons to be learned from history?*

**How much influence do individuals have in changing history?*

Unit Learning Targets: Student *will*

**Understand that the past influences the present and the future.*

* *Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.*

**Explain how key historical events, document and individuals led to the development of our nation.*

Assessment

Formative Assessments: Observation of class discussions, color a picture, make a craft, match facts to picture, sequencing the events of a story, find the main idea, identify fact and opinion, and Venn diagrams.

Summative Assessments: creating hands-on projects or posters.

Unit Overview

Content Area: Social Studies

Grade Level: 2

Unit Title: Rules, Laws, and Government

Length of Unit: 6 weeks

Unit Summary: Creation of class rules with entire class.

Interdisciplinary connections: *Language Arts*

21st Century Themes: *Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.*

Resources Needed:

Print

Media/Internet

Supplemental

<p>We the People Work Together, Houghton Mifflin Lessons: Classroom rules Classroom Communities Bucket Fillers Johnny Appleseed Fire Safety Community Helpers: Fireman, police, nurse, doctor, sanitation worker, cafeteria Thanksgiving- Pilgrims/Indians/Mayflower Election Veterans Day</p>	<p>United Streaming</p>	
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Learning Targets

Standards: *Civics, Government, and Human Rights*

CPI#	Cumulative Progress Indicator (CPI)
SOC.K-4.6.1.4.A.1	<i>- 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.- .</i>
SOC.K-4.6.1.4.A.1	<i>- 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.</i>
SOC.K-4.6.1.4.2	<i>-The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</i>
SOC.K-4.6.1.4.A.2	<i>- 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.</i>
SOC.K-4.6.1.4.A.3	<i>- Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.</i>

Unit Essential Questions:

- * Why do *societies require rules, laws and government*?
- * Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?
- * Who is *the government official for our town and our state*?

Unit Learning Targets: *Student will...*

- * *Understand why* rules and laws are developed to protect people's rights and the security and the welfare of society.
- * *Explain how the United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.*
- * *Understand that citizens can influence government in many ways if they choose to participate.*

Assessment

Formative Assessments: Observation of class discussion of home rules, class rules, school rules and state rules, and classroom voting.

Summative Assessments: Creation of Class Rules and useful problem solving techniques

Unit Overview

Content Area: Social Studies

Grade Level: 2

Unit Title: Egypt

Length of Unit: 4 weeks

Unit Summary: A study of Egypt that indicates how *regions form and change as a result of unique physical/ecological conditions, economies, and cultures.*

Interdisciplinary connections: Language Arts and Science.

21st Century Themes: *Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.*

Resources Needed:

Print

Media/Internet

Supplemental

<p>A-Z Reader We the People Work Together, Houghton Mifflin Dr. King- Civil Rights Rosa Parks Equality Other presidents Map skills Cultures and Traditions Earth Day Memorial Day Flag Day American symbols Map skills- continents and countries</p>	<p>United Streaming: Videos</p>	<p>Picture books from Ogdensburg school library</p>
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Learning Targets

Standards: *Geography, People, and the Environment*

CPI#	Cumulative Progress Indicator (CPI)
SOC.K-4.6.1.4.2	<i>- Places are jointly characterized by their physical and human properties.</i>
SOC.K-4.6.1.4.B.4	<i>- Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of the world.</i>
SOC.K-4.6.1.4.B.5	<i>- Describe how human interaction impacts the environment</i>
SOC.K-4.6.1.4.B.6	<i>- Compare and contrast characteristics of regions to the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</i>
SOC.K-4.6.1.4.5	<i>- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</i>

SOC.K-4.6.1.4.5	- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. - Compare ways people choose to use and divide natural resources.
<p>Unit Essential Questions:</p> <p>*What causes societies to change over time?</p> <p>*How much influence do individuals have in changing history?</p>	
<p>Unit Learning Targets: Student will</p> <p>* Understand that the past influences the present and the future.</p> <p>* Societies are impacted by both internal and external factors.</p>	
Assessment	
<p>Formative Assessments: Observation of class discussions, topic dictionaries, draw a picture, make a graft, match facts to picture, sequencing the events of a story, find the main idea, identify fact and opinion, and Venn diagram</p>	
<p>Summative Assessments: creating hands-on projects or posters to compare Pharaoh to the US President.</p> <p>Create a map to Identify Egyptian rivers, farmland and desert.</p>	

Unit Overview		
Content Area: Social Studies	Grade Level: 2	
Unit Title: Historical Leadership	Length of Unit: Interspersed throughout the calendar year.	
<p>Unit Summary: <i>Students will evaluate the impact of ideas, inventions, and other contributions of prominent figures that lived in the United States.</i></p>		
Interdisciplinary connections: Language Arts and Science.	21 st Century Themes: Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.	
Resources Needed:		
Print	Media/Internet	Supplemental

<p>· A Picture Book of Abraham Lincoln (Picture Book Biography) - David A. Adler</p> <p>· A Picture Book of Thomas Alva Edison (Picture Book Biographies) - David A. Adler</p> <p>· A Picture Book of George Washington (Picture Book Biography) - David A. Adler</p> <p>· A Picture Book of Thomas Jefferson (Picture Book Biographies) - David A. Adler</p>	<p>United Streaming: Martin Luther King Harriet Tubman Rosa Parks Thomas Edison Videos</p>	<p>Jonathan Sprout-folk artist American Heroes</p>
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Learning Targets

Standards: *History, Culture, and Perspectives*

CPI#	Cumulative Progress Indicator (CPI)
SOC.K-4.6.1.4.2	<i>- Key historical events, documents, and individuals led to the development of our nation</i>
SOC.K-4.6.1.4.D.6	<i>- Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</i>
SOC.K-4.6.1.4.3	<i>- Personal, family, and community history is a source of information for individuals about the people and places around them.</i>

Unit Essential Questions:

- * *Are there general lessons to be learned from history?*
- * *How much influence do individuals have in changing history?*

Unit Learning Targets: Student will

- * *Understand that the past influences the present and the future.*
- * *Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.*
- * *Explain how key historical events, and individuals led to the development of our nation.*

Assessment

Formative Assessments: Observation of class discussions, color a picture, make a craft, match facts to picture, sequencing the events of a story, & identify fact and opinion and Venn Diagrams.

Summative Assessments: creating hands-on projects or posters for important Americans.

Unit Overview		
Content Area: Social Studies	Grade Level: 2	
Unit Title: Needs and Wants	Length of Unit: 4 weeks	
Unit Summary: <i>People make decisions based on their needs, wants, and the availability of resources.</i>		
Interdisciplinary connections: Language Arts, Math, and Science.	21 st Century Themes: <i>Income affects spending decisions and lifestyle.</i>	
Resources Needed:		
Print	Media/Internet	Supplemental
We the People Work Together, Houghton Mifflin A Chair for My Mother by Vera B. Williams	United Streaming: Videos	Science posters of producers and consumers
Learning Targets		
Standards: <i>Economics, Innovation, and Technology</i>		
CPI#	Cumulative Progress Indicator (CPI)	
SOC.K-4.6.1.4.C. 2	<i>- Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</i>	
SOC.K-4.6.1.4.C. 1	<i>- Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities</i>	
SOC.K-4.6.1.4.2	<i>- Economics is a driving force for the occurrence of various events and phenomena in societies.</i>	

SOC.K-4.6.1.4.C.	<i>- Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</i>
Unit Essential Questions: * <i>Why is the United States economically prosperous?</i> * <i>How much influence do individuals have in changing history?</i>	
Unit Learning Targets: Student will * <i>Understand the difference between wants and needs.</i> * <i>Explain how we can get a better price on things we want or need.</i> * <i>Explain the difference between a producer and a consumer.</i>	
Assessment	
Formative Assessments: Observation of class discussions, make a chart, map skills, match apple facts to picture, sequencing the events of a story, find the main idea, identify fact and opinion, and Venn diagram.	
Summative Assessments: Chart including pictures of needs and wants in their own homes.	

Unit Overview	
Content Area: Social Studies	Grade Level: 3
Unit Title: Rules, Laws, and Government	Length of Unit: 4 weeks
Unit Summary: <i>An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.</i>	
Interdisciplinary connections: <i>Language Arts</i>	21 st Century Themes: <i>Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</i>
Resources Needed:	

Print	Media/Internet	Supplemental
Share our World, Houghton Mifflin "Mouse" series picture books Books on history of Ogdensburg	United Streaming School house rock Discoveryeducation.com Readingatoz.com Edhelper.com	Community-walk- about

Learning Targets

Standards: *Civics, Government, and Human Rights*

CPI#	Cumulative Progress Indicator (CPI)
SOC.K-4.6.1.4.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.
SOC.K-4.6.1.4.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.
SOC.K-4.6.1.4.2	-The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
SOC.K-4.6.1.4.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.
SOC.K-4.6.1.4.A.3	- Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.

Unit Essential Questions:

- * Why do societies require rules, laws and government?
- * Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?
- * Who is the government official in charge of our town, state, nation?

Unit Learning Targets: *Student will...*

* *Understand why* rules and laws are developed to protect people's rights and the security and the welfare of society.

* *Explain how the United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.*

* *Understand that citizens can influence government in many ways if they choose to participate.*

Assessment

Formative Assessments: Observation of class discussion of home rules, class rules, school rules and state rules, and classroom voting. Identify town, state and national government leaders. Favorite places in Our Community of Ogdensburg project

Summative Assessments: Creation of Class Rules and community walk about projects.

Unit Overview

Content Area: Social Studies

Grade Level: 3

Unit Title: Why did settlements grow around certain landforms and waterways?

Length of Unit: 6 weeks

Unit Summary: A study of the United States demonstrates that *regional geographic differences can result in social, economic and political differences.*

Interdisciplinary connections: Language Arts and Science.

21st Century Themes: *Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.*

Resources Needed:

Print

Media/Internet

Supplemental

A-Z Reader Share our World, Houghton Mifflin	United Streaming: Videos Discoveryeducation.com Readingatoz.com Edhelper.com	Globes Maps
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Learning Targets

Standards: *Geography, People, and the Environment*

CPI#	Cumulative Progress Indicator (CPI)
SOC.K-4.6.1.4.2	<i>- Places are jointly characterized by their physical and human properties.</i>
SOC.K-4.6.1.4.B.4	<i>- Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of the world.</i>
SOC.K-4.6.1.4.B.5	<i>- Describe how human interaction impacts the environment</i>
SOC.K-4.6.1.4.B.6	<i>- Compare and contrast characteristics of regions to the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</i>
SOC.K-4.6.1.4.5	<i>- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</i>
SOC.K-4.6.1.4.5	<i>- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. - Compare ways people choose to use and divide natural resources.</i>

Unit Essential Questions:
*What causes societies to change over time?
*How much influence do individuals have in changing history?

Unit Learning Targets: Student will
* *Understand that the past influences the present and the future.*
* *Societies are impacted by both internal and external factors.*

Assessment

Formative Assessments: Observation of class discussions, make a graft, comparing Indians tribes from different areas, map our neighborhood, find the main idea, compare culture and sister cities, and Venn diagram

Summative Assessments: Flat Stanley Project completion

Unit Overview

Content Area: Social Studies

Grade Level: 3

Unit Title: Historical Leadership

Length of Unit: Interspersed throughout the calendar year.

Unit Summary: *Students will evaluate the impact of ideas, inventions, and other contributions of prominent figures that lived in the United States.*

Interdisciplinary connections: Language Arts and Science.

21st Century Themes: Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency

Resources Needed:

Print

Media/Internet

Supplemental

· **A Picture Book of Abraham Lincoln (Picture Book Biography)** - David A. Adler
 · **A Picture Book of Thomas Alva Edison (Picture Book Biographies)** - David A. Adler
 · **A Picture Book of George Washington (Picture Book Biography)** - David A. Adler
 · **A Picture Book of Benjamin Franklin (Picture Book Biographies)** - David A. Adler

United Streaming:
 Martin Luther King
 Harriet Tubman
 Rosa Parks
 Benjamin Franklin
 Videos
 Discoveryeducation.com
 Readingatoz.com
 Edhelper.com

Jonathan Sprout-folk artist
 American Heroes

Learning Targets	
Standards: <i>History, Culture, and Perspectives</i>	
CPI#	Cumulative Progress Indicator (CPI)
SOC.K-4.6.1.4.2	- <i>Key historical events, documents, and individuals led to the development of our nation</i>
SOC.K-4.6.1.4.D.6	- <i>Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</i>
SOC.K-4.6.1.4.3	- <i>Personal, family, and community history is a source of information for individuals about the people and places around them.</i>
Unit Essential Questions: * <i>Are there general lessons to be learned from history?</i> * <i>How much influence do individuals have in changing history?</i>	
Unit Learning Targets: Student will * <i>Understand that the past influences the present and the future.</i> * <i>Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</i> * <i>Explain how key historical events and individuals led to the development of our nation.</i>	
Assessment	
Formative Assessments: Observation of class discussions, mine trip, make a graft, sequencing the events of a story, Venn diagram, and identify fact and opinion.	
Summative Assessments: creating hands-on projects or posters and study of Benjamin Franklin	

Unit Overview	
Content Area: Social Studies	Grade Level: 3
Unit Title: Needs and Wants	Length of Unit: 4 weeks
Unit Summary: <i>People make decisions based on their needs, wants, and the availability of resources.</i>	

Interdisciplinary connections: Language Arts, Math, and Science.	21 st Century Themes: <i>Income affects spending decisions and lifestyle.</i>
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Resources Needed:

Print	Media/Internet	Supplemental
Share our World, Houghton Mifflin	United Streaming: Videos Discoveryeducation.com Readingatoz.com Edhelper.com	Science posters of producers and consumers

Learning Targets

Standards: *Economics, Innovation, and Technology*

CPI#	Cumulative Progress Indicator (CPI)
SOC.K-4.6.1.4 .C.2	- <i>Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</i>
SOC.K-4.6.1.4 .C.1	- <i>Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities</i>
SOC.K-4.6.1.4 .2	- <i>Economics is a driving force for the occurrence of various events and phenomena in societies.</i>

Unit Essential Questions:
 * *Why is the United States economically prosperous?*
 * *How much influence do individuals have in changing history?*

Unit Learning Targets: Student *will*

* *Understand the difference between wants and needs.*

* *Explain how we can get a better price for things we want or need.*

* *Explain the difference between a producer and a consumer.*

Assessment

Formative Assessments: Observation of class discussions, lesson quizzes, sequencing the events of a story, find the main idea, identify fact and opinion, and Venn diagram.

Summative Assessments: Chart of needs and wants in our lives.

<p>Interdisciplinary Connections</p>	<p>Technology</p>	<p>Modifications</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Provide copy of ● class notes Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments. ● Extra textbooks for home. Student may request books on tape
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<p>INSTRUCTIONAL STRATEGIES</p> <ul style="list-style-type: none"> ● Reinforcing effort ● Provide recognition ● Cooperative learning ● Cues, Questions, Organizers ● Summarizing (or note taking) ● Generating & testing hypotheses ● Student practice ● Individualized instruction ● Effective feedback 	<p>DIFFERENTIATION GIFTED AND TALENTED</p> <ul style="list-style-type: none"> ● Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities. ● Use of technological device to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials
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- Presenting learning goals/ objectives
- Self-directed learning
- Blended learning
- Authentic learning
- Adapting to learning styles
- Conferencing
- Activate prior knowledge
- Investigations
- Flexible classrooms
- Flipped classroom
- Graphic organizers
- Guest speakers
- Identifying similarities and differences
- Learning centers
- Modeling
- Music/ songs
- Peer teaching
- project -based learning
- Reading aloud
- Debate
- Word walls
- Student choice
- Think- Pair- Share
- Rubrics
- Varied texts
- Literature circles
- Reading buddies
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- Use of authentic resources to promote a deeper understanding of culture.
- Provide opportunities for open-ended, self-directed activities
- Communication outside the language classroom for travel, study, work, and/or interviews with community members.
- Encourage the use of creativity /
- Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentation of cultural topics.
- Design surveys to generate and analyze data to be used in discussion.

STUDENTS AT RISK OF FAILURE

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

NEW JERSEY CORE CURRICULUM CONTENT
STANDARDS
&
UNIT OVERVIEWS

GRADE 4

Unit Overview	
Content Area: Social Studies	Grade Level: 4

Unit Title: Economics		Length of Unit: 2 weeks
Unit Summary: Economics is a driving force for the occurrence of various events and phenomena in societies.		
Interdisciplinary connections: Mathematics; Language Arts		21 st Century Themes: Identify age-appropriate financial goals. Determine how family, peers, technology, culture, and the media influence thoughts, feelings, and behaviors.
Resources Needed:		
Print	Media/Internet	Supplemental
Explore our Land from Sea to Shining Sea, Houghton Mifflin	United Streaming	Lakeland Bank's Young Saver's program Biographies of Harriet Tubman and Sitting Bull
Learning Targets		
Standards: <i>Economics, Innovation, and Technology</i>		
CPI#	Cumulative Progress Indicator (CPI)	
SOC.K-4.6.1.4.1	<i>- People make decisions based on their needs, wants, and the availability of resources.</i>	
SOC.K-4.6.1.4.C.2	<i>- Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</i>	
SOC.K-4.6.1.4.4	<i>- Availability of resources affects economic outcomes.</i>	
SOC.K-4.6.1.4.C.9	<i>- Compare and contrast how access to and use of resources affects people across the world differently.</i>	
Unit Essential Questions:		
* How can <i>the study of economics</i> foster an understanding of the management of resources in the global, public and private sectors and in individual decision making as related to Natural Resources and Recycling?		
* How can students impact their own economic stability?		

<p>Enduring Understandings: Student <i>will...</i></p> <ul style="list-style-type: none"> * <i>Describe the role and relationship among households, businesses, laborers, and governments within the economic system</i> * <i>Explain the role of money, savings, debt, and investment in individuals' lives.</i> * <i>Explain why incentives vary between and among producers and consumers.</i>
Assessment
Formative Assessments: Supply and Demand worksheet, Class discussion on wants and needs.
Summative Assessments: Student lesson completion with Lakeland Bank Project

Unit Overview		
Content Area: Social Studies	Grade Level: 4	
Unit Title: Freedom	Length of Unit: 8 weeks	
Unit Summary: A comprehensive study of slavery in the United States. How did agriculture, manufacturing, geography, people, and public opinion impact slavery? Describe the impact of slavery on our lives today.		
Interdisciplinary connections: Language Arts and Technology	21 st Century Themes: <i>The understanding of different cultural perspectives enhances communication with people from different cultural backgrounds.</i>	
Resources Needed:		
Print	Media/Internet	Supplemental

<p>Novel: Go Free or Die: A Story about Harriet Tubman by Jerry Ferris Explore our Land, From Sea to Shining Sea, Houghton Mifflin</p>	<p>National Geographic's Interactive Underground Railroad Site http://www.nationalgeographic.com/railroad/ Scholastic's Underground Railroad Site: http://teacher.scholastic.com/activities/bhistory/undergroundrailroad</p>	<p>Study of biographies of people connected with Civil Rights.</p>
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Learning Targets

Standards: *Civics, Government, and Human Rights*

CPI#	Cumulative Progress Indicator (CPI)
SOC.K-4.6.1.4.A.3	<i>- Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.</i>
SOC.K-4.6.1.4.6	<i>- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</i>
SOC.K-4.6.1.4.A.9	<i>- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</i>
SOC.K-4.6.1.4.A.10	<i>- 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.</i>
SOC.K-4.6.1.4.B.2	<i>- 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.</i>
SOC.K-4.6.1.4.A.2	<i>- 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) contributes to the continuation and improvement of American democracy.</i>

Unit Essential Questions:

* *How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?*

* *How have individuals and groups worked to combat instances of prejudice, cruelty and discrimination?*

Unit Learning Targets: Student will

**Understand Civil Rights and how it impacts our opinions and lives today.*

* Explain how *Individuals have the power to make positive changes in society*

Assessment

Formative Assessments: Personal journal entries as students complete reading assignments. Discussion and reactions to web sites

Summative Assessments:

Writing assignment: Writing in the first person explain if when the underground railroad was operational would you have escaped if you were a slave or helped slaves to escape if you lived in a free state?

Unit Overview

Content Area:
Social Studies

Grade Level: Grade 4

Unit Title: Immigration

Length of Unit: 4 weeks

Unit Summary: A study of the seven continents and five world oceans; select winter holidays (global) to research and share in an oral report. Study 2 examples of immigrants coming to the United States.

Interdisciplinary connections: **Language Arts:**

21st Century Themes: *Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.*

Resources Needed:

Print

Media/Internet

Supplemental

Catherine Stock Return to Angel's Island	usgovinfo.about.com/blinstst.htm Sample immigration Test http://www.franklin.ma.us/auto/schools/kennedy/4th/santos/immigration/ Immigration Webquest	Reading Anthology: Tiahola Jose Born to Dance Earth's Dragon Jacob's Rescue
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Learning Targets

Standards: *Civics, Government, and Human Rights*

CPI#	Cumulative Progress Indicator (CPI)
SOC.K-4.6.1.4.8	- <i>Immigrants can become and obtain the rights of American citizens.</i>
SOC.K-4.6.1.4.A.13	- <i>Describe the process by which immigrants become United States citizens.</i>
SOC.K-4.6.1.4.9	- <i>The world is comprised of nations that are similar to and different from the United States</i>
SOC.K-4.6.1.4.10	- <i>In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</i>
SOC.K-4.6.1.4.A.13	- <i>Describe the process by which immigrants become United States citizens.</i>

Unit Essential Questions:

* Immigration: Do the benefits outweigh the risks?

* *How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?*

Unit Learning Targets: Student *will*

* Begin to understand the immigration process

*Have some knowledge of the cultures brought to American through immigration.

Assessment

Formative Assessments: Discussion and reactions as we complete each novel or story. Extend a story with timeline, review & map the countries for story characters

Summative Assessments: Immigration Web Quest

Unit Overview		
Content Area: Social Studies		Grade Level: 4
Unit Title: United States Midwestern Region		Length of Unit: 4 weeks
Unit Summary: <i>Regions form and change as a result of unique physical/ecological conditions, economics and cultures.</i>		
Interdisciplinary connections: Language arts		21 st Century Themes: <i>Choices we make as individuals affect self, family, community and the world.</i>
Resources Needed:		
Print	Media/Internet	Supplemental
Explore Our Land from Sea to Shining Sea, Houghton Mifflin Anthology: Ecology for Kids	United Streaming	Maps Globes
Learning Targets		
Standards: <i>Geography, People, and the Environment</i>		
CPI#	Cumulative Progress Indicator (CPI)	
SOC.K-4.6.1.4.2	<i>- Places are jointly characterized by their physical and human properties.</i>	
SOC.K-4.6.1.4.B.1	<i>- Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</i>	
SOC.K-4.6.1.4.B.2	<i>- 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.</i>	
SOC.K-4.6.1.4.B.3	<i>- 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.</i>	
SOC.K-4.6.1.4.3	<i>- The physical environment can both accommodate and be endangered by human activities.</i>	

SOC.K-4.6.1.4.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.
SOC.K-4.6.1.4.B. 7	- Explain why some locations in New Jersey and the United States are more suited for settlement than others.
Unit Essential Questions: * Many cultural traditions and heritages contribute to our state's and nation's diversity. * Why can traditions sometimes not be maintained? * Why is grain important to this region?	
Unit Learning Targets: Student <i>will...</i> * Understand that places are jointly characterized by <i>their physical and human properties</i> . * Be able to compare and contrast characteristics of different regions of the United States.	
Assessment	
Formative Assessments: Section quizzes, observation of class discussions	
Summative Assessments: Unit test and state bookmarks	

Unit Overview		
Content Area: Social Studies	Grade Level: 4	
Unit Title: United States Northeast Region	Length of Unit: 4 weeks	
Unit Summary: <i>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</i>		
Interdisciplinary connections: Language arts	21 st Century Themes: <i>Choices we make as individuals affect self, family, community and the world.</i>	
Resources Needed:		
Print	Media/Internet	Supplemental

Explore our Land. Houghton Mifflin, From Sea to Shining Sea, National Geographic	United Streaming Youtube.com	Maps Globes
Learning Targets		
Standards: <i>Geography, People, and the Environment</i>		
CPI#	Cumulative Progress Indicator (CPI)	
SOC.K-4.6.1.4.2	- Places are jointly characterized by their physical and human properties.	
SOC.K-4.6.1.4.B.1	- Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.	
SOC.K-4.6.1.4.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.	
SOC.K-4.6.1.4.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.	
SOC.K-4.6.1.4.3	- The physical environment can both accommodate and be endangered by human activities.	
SOC.K-4.6.1.4.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.	
SOC.K-4.6.1.4.B.7	- Explain why some locations in New Jersey and the United States are more suited for settlement than others.	
Unit Essential Questions: * <i>What cultural traditions and heritages contribute to our states' and nation's diversity?</i> * <i>What are the major cities and landforms in this region?</i> * <i>How do landforms, climate and weather, and availability of resources impact where and how people live and work in different regions of the United States.</i>		
Unit Learning Targets: Student <i>will...</i> * Understand that places are jointly characterized <i>by their physical and human properties.</i> * Be able to compare and contrast characteristics of different regions of the United States.		
Assessment		
Formative Assessments: Map and continent quizzes, NJ facts scavenger hunt, mystery states research facts, letter to county offices, and Sussex County posters and my county poster progress.		

Summative Assessments: State bookmark, county poster presentations and New Jersey cake.

Unit Overview		
Content Area: Social Studies	Grade Level: 4	
Unit Title: United States Southern Region	Length of Unit: 4 weeks	
Unit Summary: <i>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</i>		
Interdisciplinary connections: Language arts	21 st Century Themes: <i>Choices we make as individuals affect self, family, community and the world.</i>	
Resources Needed:		
Print	Media/Internet	Supplemental
Explore our Land from Sea to Shining Sea, Houghton Mifflin	United Streaming Youtube.com CD's	Maps Globes
Learning Targets		
Standards: <i>Geography, People, and the Environment</i>		
CPI#	Cumulative Progress Indicator (CPI)	
SOC.K-4.6.1.4.2	<i>- Places are jointly characterized by their physical and human properties.</i>	
SOC.K-4.6.1.4.B.1	<i>- Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</i>	
SOC.K-4.6.1.4.B.2	<i>- 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.</i>	
SOC.K-4.6.1.4.B.3	<i>- 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.</i>	
SOC.K-4.6.1.4.3	<i>- The physical environment can both accommodate and be endangered by human activities.</i>	

SOC.K-4.6.1.4.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.
SOC.K-4.6.1.4.B. 7	- Explain why some locations in the United States are more suited for settlement than others.
Unit Essential Questions: * Many cultural traditions and heritages contribute to our state's and nation's diversity. * Why can traditions sometimes not be maintained? * How has southern music impacted United States music?	
Unit Learning Targets: Student will... * Understand that places are jointly characterized by their physical and human properties. * Be able to compare and contrast characteristics of different regions of the United States.	
Assessment	
Formative Assessments: Section quizzes.	
Summative Assessments: Unit test and state bookmarks	

Unit Overview		
Content Area: Social Studies		Grade Level: 4
Unit Title: United States Western Region		Length of Unit: 4 weeks
Unit Summary: <i>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</i>		
Interdisciplinary connections: Language arts		21 st Century Themes: <i>Choices we make as individuals affect self, family, community and the world.</i>
Resources Needed:		
Print	Media/Internet	Supplemental

Explore our Land from Sea to Shining Sea, Houghton Mifflin	United Streaming	Maps Globes
Learning Targets		
Standards: <i>Geography, People, and the Environment</i>		
CPI#	Cumulative Progress Indicator (CPI)	
SOC.K-4.6.1.4.2	<i>- Places are jointly characterized by their physical and human properties.</i>	
SOC.K-4.6.1.4.B.1	<i>- Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</i>	
SOC.K-4.6.1.4.B.2	<i>- 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.</i>	
SOC.K-4.6.1.4.B.3	<i>- 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.</i>	
SOC.K-4.6.1.4.3	<i>- The physical environment can both accommodate and be endangered by human activities.</i>	
SOC.K-4.6.1.4.B.6	<i>- Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</i>	
SOC.K-4.6.1.4.B.7	<i>- Explain why some locations in New Jersey and the United States are more suited for settlement than others.</i>	
Unit Essential Questions: * <i>Many cultural traditions and heritages contribute to our state's and nation's diversity.</i> * <i>Why can traditions sometimes not be maintained?</i>		
Unit Learning Targets: Student will... * Understand that places are jointly characterized <i>by their physical and human properties.</i> * Be able to compare and contrast characteristics of different regions of the United States.		
Assessment		
Formative Assessments: Section quizzes, observation of class discussions		
Summative Assessments: Unit test and state bookmarks		

Unit Overview		
Content Area: Social Studies	Grade Level: 4	
Unit Title: Prejudice	Length of Unit: 10 weeks	
Unit Summary: People with different cultural or individual perspectives may interpret historical experiences and events differently.		
Interdisciplinary connections: Language Arts	21 st Century Themes: Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.	
Resources Needed:		
Print	Media/Internet	Supplemental
Jacob's Rescue by Malka Drucker and Michael Halperin Sitting Bull by George Stanley	United Streaming	Related Literary Research & materials for Indian village projects
Learning Targets		
Standards: <i>History, Culture, and Perspectives</i>		
CPI#	Cumulative Progress Indicator (CPI)	
SOC.K-4.6.1.4.D.16	- Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	
SOC.K-4.6.1.4.A.9	- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.	
SOC.K-4.6.1.4.11	- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	
SOC.K-4.6.1.4.1	- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	

SOC.K-4.6.1.4.5	- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.K-4.6.1.4.9	- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.K-4.6.1.4.10	- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.

Unit Essential Question

How are present events related to past events?

- *What causes societies to change over time?*
- *How much influence do individuals have in changing history?*

Unit Learning Targets:

**Student will*

- *Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences..*
- *Explain that people view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.*
- *Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.*

Assessment

Formative Assessments: Double Journal entries, Venn Diagrams, map activities, internet research

Summative Assessments: Creation of Indian Village model

Unit Overview

Content Area: Social Studies

Grade Level: 4

Unit Title: Rules, Laws, and Government

Length of Unit: 4 weeks

Unit Summary: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.

Interdisciplinary connections: <i>Language Arts and Technology</i>	21 st Century Themes: <i>The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</i>
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Resources Needed:

Print	Media/Internet	Supplemental
Explore our Land, From Sea to Shining Sea, Houghton Mifflin, House Mouse, Senate Mouse Peter & Cheryl Barnes	http://lesdwebquests.org/conconclusion.html	Preamble to the Constitution Poster

Learning Targets

Standards: *Civics, Government, and Human Rights*

CPI#	Cumulative Progress Indicator (CPI)
SOC.K-4.6.1.4.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.- .
SOC.K-4.6.1.4.2	-The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
SOC.K-4.6.1.4.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) contributes to the continuation and improvement of American democracy.
SOC.K-4.6.1.4.A .4	- Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
SOC.K-4.6.1.4.A .3	- Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.

Unit Essential Questions:

- * Why do societies require rules, laws and government?
- * Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?
- * What are the roles and responsibilities of the three branches of the national government?

Unit Learning Targets: Student *will...*

* *Understand why* rules and laws are developed to protect people's rights and the security and the welfare of society.

* *Explain the responsibilities of the three branches of the US government.*

* *Understand that citizens can influence government in many ways if they choose to participate.*

Assessment

Formative Assessments: Observation of class discussion of Preamble and Bill of Rights, vocabulary booklet for Constitution, Pledge of Allegiance and America's Creed, classroom voting, three branches of the government quiz, & Constitution web-quest research.

Summative Assessments: Creation of Class Rules and completion of Constitution Web-quest

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS & UNIT OVERVIEWS GRADE 5

Unit Overview		
Content Area: Social Studies	Grade Level: 5 th Grade	
Unit Title: Land & the People	Length of Unit: 3 weeks	
Unit Summary: Study of physical and human regions, culture- both personal and group identity		
Interdisciplinary connections: Language Arts, visual arts	21 st Century Themes: <i>Demonstrate the ability to understand inferences. The understanding of different cultural perspectives enhances communication with people from different cultural backgrounds.</i>	
Resources Needed:		
Print	Media/Internet	Supplemental
Houghton Mifflin text Build our Nation	http://www.eduplace.com/kids/socsci/ca/books/bkf3/imaps/AC_02_047_migration/AC_02_047_migration.html	Paper/posterboard
Learning Targets		

Standards: 6.1 U.S. History: Geography, People, and the Environment, 6.2 U.S. History: History, Culture, Perspectives

CPI#	Cumulative Progress Indicator (CPI)
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.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.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

Unit Essential Questions:

**Can the rights of American citizens ever cause conflict among them?*

**How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?*

Enduring Understandings: Student *will...*

*Learn the differences between maps, regions, and cultures

*Learn that different maps, regions, and cultures all fit together to form America

Assessment

Formative Assessments:

Definitions and picture definitions

Lists of examples

Maps

Summative Assessments:

Early Humans, Migrations, & Map project

Unit Overview		
Content Area: Social Studies	Grade Level: 5 th Grade	
Unit Title: First Americans	Length of Unit: 4 weeks	
Unit Summary: Study of human migration, Native American tribes and their use of natural resources		
Interdisciplinary connections: Language Arts, performing arts, visual arts	21 st Century Themes: <i>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. Use multiple points of view to create alternative solutions.</i>	
Resources Needed:		
Print	Media/Internet	Supplemental
Houghton Mifflin text Build our Nation	www.tripoli-lebanon.com/images/world-map.jpg Internet research & websites Webquest	Materials for Native American projects, posters or Power-points Nystrom Atlases
Learning Targets		
Standards: 6.1 U.S. History: Three Worlds Meet		
CPI#	Cumulative Progress Indicator (CPI)	
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 of the Western Hemisphere.	
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.	
6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	

Unit Essential Questions:

**Why can traditions sometimes not be maintained?*

**How do human activity and environment affect each other?*

Enduring Understandings: Student *will...*

*Learn how humans migrated across the world and settled according to their needs

*Learn how Native Americans used their natural resources for survival

Assessment

Formative Assessments:

Student theory of migration

Homework

Project criteria sheet

Summative Assessments:

Native American project & presentation

Presentation to class & school community

Unit Overview

Content Area:
Social Studies

Grade Level:
5th Grade

Unit Title:
World Trade

Length of Unit:
3 weeks

Unit Summary: Study of world trading in order to gain resources. Focus on Vikings, Africans, Asians, and Europeans

Interdisciplinary connections: Language Arts, visual arts		21 st Century Themes: <i>Relate earning power to quality of life across cultures. Income often comes from different sources, including alternative sources.</i>
Resources Needed:		
Print	Media/Internet	Supplemental
Houghton Mifflin text Build our Nation	Internet images of different world traded items Web-based videos	Maps Nystrom Atlas Set
Learning Targets		
Standards: 6.1 U.S. History: Three Worlds Meet 6.2 World History/Global Studies: Expanding Exchanges and Encounters		
CPI#	Cumulative Progress Indicator (CPI)	
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.	
6.1.8.C.1.a	Evaluate the impact of science, religion, & technology innovations on European exploration.	
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.C.4.b	Analyze how trade, technology, the availability of natural resources, & contact with other civilizations affected the development of empires in Eurasia & the Americas.	
6.2.8.C.4.d	Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.	
6.2.8.D.4.i	Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.	
Unit Essential Questions: <i>*How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?</i> <i>*How do natural resources affect the course of history?</i>		

Enduring Understandings: Student *will...*

*Learn about the reasons for increased trade and the results that followed

*Learn how increased communication led to increased knowledge

Assessment

Formative Assessments:

Representations of comprehension

Map labeling

Summative Assessments:

Unit test

Unit Overview

Content Area:
Social Studies

Grade Level:
5th Grade

Unit Title:
Explorers

Length of Unit:
4 weeks

Unit Summary: Study of the major European explorations of the New World

Interdisciplinary connections: Language Arts,
performing arts, visual arts

21st Century Themes: *Explain the economic principle of supply and demand. Justify the need for greater cross-cultural understanding due to globalization.*

Resources Needed:

Print

Media/Internet

Supplemental

Houghton Mifflin text Build our Nation
Biographies of explorers

Internet research
NatGeo/ Discovery web-based videos

Atlas Set
Mapping Activities

Learning Targets

Standards: 6.1 U.S. History: Three Worlds Meet

CPI#

Cumulative Progress Indicator (CPI)

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.
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

Unit Essential Questions:

**How much influence do individuals have in changing history?*

**Conflict is inherent in the nature of human organization.*

Enduring Understandings: Student *will...*

*Learn the ways European explorers attempted to gain natural resources for profit

*Learn about specific explorers in detail

Assessment

Formative Assessments:

Biography organizer

Visual display

Graphic organizer

Summative Assessments:

Chapter Test and/or Explorer Routes Presentation

Unit Overview

Content Area:
Social Studies

Grade Level:
5th Grade

Unit Title: Founding Colonies		Length of Unit: 3 weeks
Unit Summary: Study the founding of America's 13 colonies, with a focus on Roanoke Island and Jamestown.		
Interdisciplinary connections: Language Arts, performing arts, visual arts		21 st Century Themes: <i>Use multiple points of view to create alternative solutions. Employ appropriate conflict resolution strategies.</i>
Resources Needed:		
Print	Media/Internet	Supplemental
Houghton Mifflin text Build our Nation	History Channel "Conquest of America" video "Nightmare in Jamestown" video http://kids.nationalgeographic.com/games/interactiveadventures/john-smith	Mystery of Roanoke story
Learning Targets		
Standards: 6.1 U.S. History: Colonization and Settlement		
CPI#	Cumulative Progress Indicator (CPI)	
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.	
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.	
6.1.8.C.2.a	Relate slavery and indentured servitude to Colonial labor systems.	
6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	
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.	
Unit Essential Questions: *How do natural resources affect the course of history? *Why is the United States economically prosperous?		

Enduring Understandings: Student *will...*
 *Learn where Europeans settled and why
 *Learn about the early government and economy of the colonies

Assessment

Formative Assessments:
 Critical thinking questions
 Journal responses
 Vocabulary

Summative Assessments:
 Leadership paragraph
 Mapping

Unit Overview

Content Area:
 Social Studies

Grade Level:
 5th Grade

Unit Title:
 New England Colonies

Length of Unit:
 5 weeks

Unit Summary: Study the New England colonial economy, challenges faced, and major characteristics.

Interdisciplinary connections: Language Arts, performing arts, visual arts

21st Century Themes: *Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive*

Resources Needed:

Print

Media/Internet

Supplemental

Houghton Mifflin Build our Nation Colonial East Coast maps Posters Library books	Internet research Doc-Cam graphic organizer presentations	Nystrom Atlas series Maps
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Learning Targets

Standards: 6.1 U.S. History: Colonization and Settlement

CPI#	Cumulative Progress Indicator (CPI)
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.
6.1.8.A.2.c	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.

Unit Essential Questions:
**How have the basic values and principles of American democracy changed and in what ways have they been preserved?*
**What social, political, and economic opportunities and problems arise when cultures interact?*

Enduring Understandings: Student *will...*
 *Learn who founded the colonies, how it got its name, geographical features, and economy
 *Learn how the colonies came into conflict with Native Americans

Assessment

Formative Assessments:
 Compare & contrast the New England Colonies
 Textbook questions
 Predictions

Summative Assessments:
Quizzes & Chapter Test

Unit Overview

Content Area:
Social Studies

Grade Level:
5th Grade

Unit Title:
Middle Colonies

Length of Unit:
3 weeks

Unit Summary: Study the Middle colonies economy, challenges faced, and major characteristics.

Interdisciplinary connections: Language Arts,
performing arts, visual arts

21st Century Themes: *Explain how the economic system of production and consumption may be a means to achieve significant societal goals.*

Resources Needed:

Print	Media/Internet	Supplemental
Houghton Mifflin Build our Nation Colonial East Coast maps History of Ogdensburg Library books	www.archives.org Snell's History of Sussex and Warren Counties Webquest	Video props Poster-board/paper The Outdoor Classroom Learning Sites: Kiln

Learning Targets

Standards: 6.1 U.S. History: Colonization and Settlement

CPI#

Cumulative Progress Indicator (CPI)

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.

6.1.8.A.2.c	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
6.1.8.B.2.a	Determine factors & natural resources that impacted emigration, settlement patterns, and regional identities of the colonies.
<p>Unit Essential Questions:</p> <p><i>*How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?</i></p> <p><i>*How am I connected to the past?</i></p>	
<p>Enduring Understandings: Student <i>will...</i></p> <p>*Learn how the Middle colonies were founded, by whom, its geography and economy</p> <p>*Learn if New Jersey has retained any of its original colonial characteristics</p>	
Assessment	
<p>Formative Assessments:</p> <p>Webquest research</p> <p>Textbook questions</p> <p>Predictions</p>	
<p>Summative Assessments:</p> <p>Middle Colony Natural Resources presentations</p> <p>Quizzes</p>	

Unit Overview	
Content Area: Social Studies	Grade Level: 5 th Grade
Unit Title: Southern Colonies	Length of Unit: 3 weeks

Unit Summary: Study the Southern colonies economy, challenges faced, and major characteristics.		
Interdisciplinary connections: Language Arts, performing arts, visual arts		21 st Century Themes: <i>Use multiple points of view to create alternative solutions. Demonstrate the ability to understand inferences.</i>
Resources Needed:		
Print	Media/Internet	Supplemental
Houghton Mifflin Build our Nation Colonial East Coast maps Library books	Web-based videos Web atlas	Index Cards Nystrom Atlas Series NJ BAR Assoc. periodicals
Learning Targets		
Standards: Standards: 6.1 U.S. History: Colonization and Settlement		
CPI#	Cumulative Progress Indicator (CPI)	
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.	
6.1.8.A.2.c	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.	
6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.	
6.1.8.C.2.a	Relate slavery and indentured servitude to Colonial labor systems.	
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.	
Unit Essential Questions: * <i>Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?</i> * <i>How are present events related to past events?</i>		
Enduring Understandings: Student <i>will...</i> *Learn how the Southern colonies were founded, by whom, its geography and economy *Learn how racial prejudice began in America		

Assessment
Formative Assessments: Mapping the 13 Colonies Research and Journal DOK responses
Summative Assessments: Colonial Map Facts Quizzes

Unit Overview		
Content Area: Social Studies	Grade Level: 5 th Grade	
Unit Title: Background to Revolution	Length of Unit: 4 weeks	
Unit Summary: Study the French & Indian War, the British need to raise taxes, and the ensuing protests that eventually led to revolution		
Interdisciplinary connections: Language Arts, visual arts	<i>21st Century Themes: Compare the impact of losses associated with different types of financial risk. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</i>	
Resources Needed:		
Print	Media/Internet	Supplemental
Houghton Mifflin Build our Nation NJ BAR Foundation Historical Documents of New Jersey and the United States	American Revolution video Liberty Kids DVD series	Nystrom Atlas Set NJ BAR Foundation periodicals
Learning Targets		
Standards: 6.1 U.S. History : Revolution and the New Nation		

CPI#	Cumulative Progress Indicator (CPI)
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.
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.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
Unit Essential Questions: * <i>Why is the United States economically prosperous?</i> * <i>Why is there political and social conflict?</i>	
Enduring Understandings: Student <i>will...</i> *Learn how colonial and British perspectives differed following the French & Indian War *Learn how American protests evolved into revolution over economics	
Assessment	
Formative Assessments: “Draw It” comprehension cartoons Mapping activities Critical thinking questions, written responses	
Summative Assessments: Debate: Which side would you be on... Patriots or Loyalists? Quizzes	

Interdisciplinary Connections	Technology	Modifications <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Provide copy of ● class notes Preferential seating to be mutually determined by the student and teacher
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		<ul style="list-style-type: none"> • Student may request to use a computer to complete assignments. • Establish expectations for correct spelling on assignments. • Extra textbooks for home. Student may request books on tape
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<p>INSTRUCTIONAL STRATEGIES</p> <ul style="list-style-type: none"> • Reinforcing effort • Provide recognition • Cooperative learning • Cues, Questions, Organizers • Summarizing (or note taking) • Generating & testing hypotheses • Student practice • Individualized instruction • Effective feedback • Presenting learning goals/ objectives • Self-directed learning • Blended learning • Authentic learning • Adapting to learning styles • Conferencing • Activate prior knowledge • Investigations • Flexible classrooms • Flipped classroom • Graphic organizers • Guest speakers • Identifying similarities and differences • Learning centers • Modeling • Music/ songs • Peer teaching • project -based learning • Reading aloud • Debate • Word walls • Student choice • Think- Pair- Share • Rubrics • Varied texts • Literature circles • Reading buddies • 	<p>DIFFERENTIATION</p> <p>GIFTED AND TALENTED</p> <ul style="list-style-type: none"> • Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities. • Use of technological device to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials • Use of authentic resources to promote a deeper understanding of culture. • Provide opportunities for open-ended, self-directed activities • Communication outside the language classroom for travel, study, work, and/or interviews with community members. • Encourage the use of creativity / • Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentation of cultural topics. • Design surveys to generate and analyze data to be used in discussion. <p>STUDENTS AT RISK OF FAILURE</p> <ul style="list-style-type: none"> • Ask students to restate information, directions, and assignments. • Repetition and practice • Model skills / techniques to be mastered. • Extended time to complete class work • Provide copy of class notes • Preferential seating to be mutually determined by the student and teacher • Student may request to use a computer to complete assignments. • Establish expectations for correct spelling on assignments. • Extra textbooks for home. • Student may request books on tape / CD / digital
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	<p>media, as available and appropriate.</p> <ul style="list-style-type: none">● Assign a peer helper in the class setting● Provide oral reminders and check student work during independent work time● Assist student with long and short term planning of assignments● Encourage student to proofread assignments and tests● Provide regular parent/ school communication● Teachers will check/sign student agenda daily
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NEW JERSEY CORE CURRICULUM CONTENT
STANDARDS
&
UNIT OVERVIEWS

GRADE 6

Unit Overview		
Content Area: Social Studies	Grade Level: 6 th Grade	
Unit Title: Birth of Civilization	Length of Unit: 4 weeks	
Unit Summary: Compare & contrast hunter-gatherer and agricultural society. Study how archaeologists use artifacts. Learn how the first laws and languages developed. Study how early civilization used polytheism to understand the natural world.		
Interdisciplinary connections: Language Arts, performing arts, visual arts, science	21 st Century Themes: <i>Assess data gathered to solve a problem for which there are varying perspectives. Ethical behaviors support human rights and dignity in all aspects of life.</i>	
Resources Needed:		
Print	Media/Internet	Supplemental
Holt Text World History Cuneiform alphabet	History Channel Videos United Streaming/Discovery web videos http://www.myfoa.org/docs/mentoring/lessonplans/46GraphicOrganizers.pdf	Globe Maps Ancient money replica
Learning Targets		
Standards: 6.2 World History/Global Studies		The Beginnings of Human Society
CPI#	Cumulative Progress Indicator (CPI)	

6.2.8.A.1.a	Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.
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.
6.2.8.C.1.a	Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
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>Unit Essential Questions:</p> <p><i>*What causes societies to change over time?</i></p> <p><i>*How does human migration affect a region?</i></p>	
<p>Enduring Understandings: <i>Student will...</i></p> <p>*Learn how hunter/gatherers adapted to their physical environments</p> <p>*Learn that the agricultural revolution led to an increase in population, specialization, and organization</p>	
Assessment	
<p>Formative Assessments:</p> <p>Writing checkpoints- responses from reading check questions</p> <p>Daily journal responses</p> <p>Graphic organizers, Venn, Timelines, Cause & Effect</p> <p>Games/Activities</p>	
<p>Summative Assessments:</p> <p>Section quizzes & Unit test</p> <p>Alphabet study</p> <p>Hammurabi's Code comparison</p>	

Unit Overview

Content Area: Social Studies		Grade Level: 6 th Grade	
Unit Title: Ancient Mesopotamia and Ancient Egypt		Length of Unit: 4 weeks	
Unit Summary: Study of Ancient Egyptian society. Focus on geography, social structure and religion.			
Interdisciplinary connections: Language Arts, visual arts, science		21 st Century Themes: <i>Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</i>	
Resources Needed:			
Print	Media/Internet		Supplemental
Holt Text World History Egyptian gods/goddesses Life on the Nile Hieroglyphic alphabet	Ancientegypt.co.uk Historyforkids.org/learn.egypt NOVA: Mummies Unwrapped NATGEO: Egypt and the Nile		Farming Cycle in Egypt
Learning Targets			
Standards: 6.2 World History/Global Studies Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations			
CPI#	Cumulative Progress Indicator (CPI)		
6.2.8.A.2.b	Explain how codifying laws met the needs of ancient river valley societies.		
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.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.d	Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
<p>Unit Essential Questions:</p> <p><i>*How do natural resources affect the course of history?</i></p> <p><i>*How do human activity and environment affect each other?</i></p>	
<p>Enduring Understandings: <i>Student will...</i></p> <p>*Learn why life developed in Egypt and other river valleys due to their geographic advantage</p> <p>*Learn how early civilizations created centralized systems of government and religion</p>	
Assessment	
<p>Formative Assessments:</p> <p>Writing checkpoints- responses from reading check questions</p> <p>Daily journal responses</p> <p>Graphic organizers, Venn, Timelines, Cause & Effect, Learning stations</p>	
<p>Summative Assessments:</p> <p>Section quizzes</p> <p>Unit test</p> <p>Alphabet study</p> <p>Farming wheel</p>	

Unit Overview	
<p>Content Area:</p> <p>Social Studies</p>	<p>Grade Level:</p> <p>6th Grade</p>
<p>Unit Title:</p> <p>Ancient Greece</p>	<p>Length of Unit:</p> <p>5 weeks</p>
<p>Unit Summary:</p> <p>Study of Ancient Greece with a focus on geography, city-states, democracy, language, and mythology.</p>	

Interdisciplinary connections: Language Arts, performing arts, visual arts	21 st Century Themes: <i>Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</i> <i>Explain how rules, laws, and safety practices protect individual rights in the global workplace.</i>
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Resources Needed:

Print	Media/Internet	Supplemental
Holt Text World History Greek root word chart Dictionary Mythology library books	Athens/Sparta game website Oligarchy/Democracy video Jim Henson's Story Teller Greek Myths http://www.myfoa.org/docs/mentoring/lessonplans/46GraphicOrganizers.pdf Donald Duck's Mathmagicland DVD -Greek Philosophers and artists	Nystrom Map Sets NJ BAR Assoc. periodicals

Learning Targets

Standards: 6.2 World History/Global Studies The Classical Civilizations of the Mediterranean World, India, and China

CPI#	Cumulative Progress Indicator (CPI)
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.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.
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.

Unit Essential Questions:

**What is government and what can it do?*

**Is geography destiny?*

Enduring Understandings: Student *will...*

*Learn how Greek civilization was shaped by its geography

*Learn how Greek civilization influenced many civilizations that came after

Assessment

Formative Assessments:

Reading check questions

Artifact study

Graphic organizers, 3-2-1, Venn, Timeline, Cause & Effect

Greek learning stations

Summative Assessments:

Unit test

Section test

Mythology poster/powerpoint

Unit Overview

Content Area:
Social Studies

Grade Level:
6th Grade

Unit Title:
Ancient Rome

Length of Unit:
5 weeks

Unit Summary: Study of Ancient Roman society, from its beginning, expansion, and fall. Focus on geography, mythology, government, and technology

Interdisciplinary connections: Language Arts, Science, visual arts

21st Century Themes: *Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. Use multiple points of view to create alternative solutions.*

Resources Needed:

Print

Media/Internet

Supplemental

Holt Text World History Library books on Roman myths Atlas	Herculaneum & Pompeii video Shadow of Mt. Vesuvius video www.subbable.com/crashcourse	Laminated map set, Punic Wars Nystrom Atlas Set NJ BAR Assoc. periodicals
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Learning Targets

Standards: 6.2 World History/Global Studies The Classical Civilizations of the Mediterranean World, India, China

CPI#	Cumulative Progress Indicator (CPI)
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.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.C.3.a	Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
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.

Unit Essential Questions:
**How are present events related to past events?*
**What is government and what can it do?*

Enduring Understandings: Student *will...*
**Learn how Rome evolved from a Republic to an Empire*
**Understand how America can learn lessons from Rome's fall*

Assessment

Formative Assessments:
 Daily journals
 Ticket out responses
 Graphic organizers: 3-2-1 Venn

Summative Assessments:

Unit tests

Section tests

Government comparison

Unit Overview

Content Area: Social Studies	Grade Level: 6 th Grade
Unit Title: Islam	Length of Unit: 3 weeks
Unit Summary: Study of Islam origin. Study of geography of Africa and Arabian peninsula	
Interdisciplinary connections: Language Arts, performing arts, Science	21 st Century Themes: <i>Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. Justify the need for greater cross-cultural understanding due to globalization.</i>

Resources Needed:

Print	Media/Internet	Supplemental
Holt Text World History Newspapers Stereotype vs. facts list	Islam DVD	Maps Poster paper

Learning Targets

Standards: 6.2 World History/Global Studies Expanding Exchanges and Encounters

CPI#	Cumulative Progress Indicator (CPI)
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.
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.c	Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.

6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
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6.2.8.D.4.b	Analyze how religion both unified and divided people.
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Unit Essential Questions:
**Whose point of view matters?*
**How much influence do individuals have in changing history?*

Enduring Understandings: Student *will...*
**Learn the story of Muhammad and the rise of Islam*
**Learn that my stereotypes exist regarding the Islam religion*

Assessment

Formative Assessments:
 Reading check questions
 Presentation notes

Summative Assessments:
 Graphic Organizer & project booklet page

Unit Overview

Content Area: Social Studies	Grade Level: 6 th Grade
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Unit Title: World Religions	Length of Unit: 4 weeks
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Unit Summary: Study of the origins of Judaism, Buddhism, Hinduism, Christianity, and Islam. Unit also focuses on geography and culture of each religion.

Interdisciplinary connections: Language Arts, visual arts	21 st Century Themes: <i>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. Use multiple points of view to create alternative solutions.</i>
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Resources Needed:		
Print	Media/Internet	Supplemental
Holt Text World History	Discovery\United Streaming Web videos	Power point Booklet creation
Learning Targets		
Standards: 6.2 World History/Global Studies The Classical Civilizations of the Mediterranean World, India, and China		
CPI#	Cumulative Progress Indicator (CPI)	
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., Hinduism, 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.f	Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.	
Unit Essential Questions: <i>*How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?</i> <i>*How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</i>		
Enduring Understandings: Student <i>will...</i> *Learn how enduring world religions emerged during the classical civilizations *Learn how the United States embraces diversity		
Assessment		
Formative Assessments: Daily journaling Flow charts Graphic organizers		
Summative Assessments: Religion workbook creation Review quizzes		

Unit Overview

Content Area: Social Studies	Grade Level: 6 th Grade
Unit Title: Mesoamerica	Length of Unit: 4 weeks

Unit Summary: Study of the Aztecs & Maya, with a focus on geography, migration, and warfare.

Interdisciplinary connections: Language Arts, Science, visual arts	21 st Century Themes: <i>Justify the need for greater cross-cultural understanding due to globalization. The understanding of different cultural perspectives enhances communication with people from different cultural backgrounds.</i>
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Resources Needed:

Print	Media/Internet	Supplemental
Holt Text World History	Mesoamerican web-based BBC videos; Aztec video Polytheism website	Maps

Learning Targets

Standards: 6.2 World History/Global Studies Expanding Exchanges and Encounters

CPI#	Cumulative Progress Indicator (CPI)
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.
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.h	Explain how the locations, landforms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.
6.2.8.C.4.a	Explain the interrelationships among improved agricultural production, population

	growth, urbanization, and commercialization.
6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
Unit Essential Questions: <i>*What social, political, and economic opportunities and problems arise when cultures interact?</i> <i>*What causes societies to change over time?</i>	
Enduring Understandings: Student <i>will...</i> *Learn how different Mesoamerican peoples traded with each other based on its access to natural resources *Learn how religion and warfare were interconnected	
Assessment	
Formative Assessments: Daily journals Graphic organizers: 3-2-1, Venn Human migration theories	
Summative Assessments: Unit test Section tests Mayan decline theory	
Unit Overview	
Content Area: Social Studies	Grade Level: 6 th Grade
Unit Title: Middle Ages	Length of Unit: 4 weeks

Unit Summary: Study of Medieval Europe and Japan, with a focus on social hierarchy.

Interdisciplinary connections:
Language Arts,
performing arts,
visual arts

21st Century Themes: *Design and implement a project management plan using one or more problem-solving strategies. Implement problem-solving strategies to solve a problem in school or the community.*

Resources Needed:

Print	Media/Internet	Supplemental
Holt Text World History Dictionary	National Geographic video Internet for research	Medieval Projects

Learning Targets

Standards: 6.2 World History/Global Studies Expanding Exchanges and Encounters

CPI#	Cumulative Progress Indicator (CPI)
6.2.8.A.4.b	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
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.
6.2.8.B.4.f	Explain how the geographies of China and Japan influenced their development and their relationship with one another.
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.e	Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.D.4.f	Determine which events led to the rise and eventual decline of European feudalism.

Unit Essential Questions:

**Why is there political and social conflict?*

**Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?*

Enduring Understandings: Student *will...*

*Learn about the social structure of feudalism

*Learn that capitalism was not the only economic way of life throughout history

Assessment

Formative Assessments:

“Medieval Challenge” learning stations

Daily journal response

Graphic organizers, 3-2-1, Venn, Timeline

Summative Assessments:

Unit test

Section quizzes

Illuminated writing project

Interdisciplinary Connections

Technology

Modifications

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of
- class notes Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.

- Extra textbooks for home. Student may request books on tape

INSTRUCTIONAL STRATEGIES

- Reinforcing effort
- Provide recognition
- Cooperative learning
- Cues, Questions, Organizers
- Summarizing (or note taking)
- Generating & testing hypotheses
- Student practice
- Individualized instruction
- Effective feedback
- Presenting learning goals/ objectives
- Self-directed learning
- Blended learning
- Authentic learning
- Adapting to learning styles
- Conferencing
- Activate prior knowledge
- Investigations
- Flexible classrooms
- Flipped classroom
- Graphic organizers
- Guest speakers
- Identifying similarities and differences
- Learning centers
- Modeling
- Music/ songs
- Peer teaching
- project -based learning
- Reading aloud
- Debate
- Word walls
- Student choice
- Think- Pair- Share
- Rubrics
- Varied texts
- Literature circles
- Reading buddies
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DIFFERENTIATION

GIFTED AND TALENTED

- Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.
- Use of technological device to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials
- Use of authentic resources to promote a deeper understanding of culture.
- Provide opportunities for open-ended, self-directed activities
- Communication outside the language classroom for travel, study, work, and/or interviews with community members.
- Encourage the use of creativity /
- Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentation of cultural topics.
- Design surveys to generate and analyze data to be used in discussion.

STUDENTS AT RISK OF FAILURE

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.

- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS & UNIT OVERVIEWS

GRADE 7

Unit Overview	
Content Area: Social Studies	Grade Level: 7 th Grade
Unit Title: March toward Revolution	Length of Unit: 3 weeks
Unit Summary: Colonial American protests review with a focus on the siege of Boston, the Declaration of Independence, and differences between patriots, loyalists, and undecided men and women in the colonies.	
Interdisciplinary connections: Language Arts, performing arts, visual arts	21 st Century Themes: <i>Explain why it is important to develop plans for protecting current and future personal assets against</i>

		<i>loss.</i>
Resources Needed:		
Print	Media/Internet	Supplemental
Holt Text Call to Freedom Declaration of Independence Maps Political Cartoons	PollEverywhere.com Sporcle.com America: The Story of Us DVD YouTube video clips History.com PowerPoint presentations	Poster board
Learning Targets		
Standards: 6.1 U.S. History: Revolution and the New Nation		
CPI#	Cumulative Progress Indicator (CPI)	
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.	
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.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.	
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.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.	

Unit Essential Questions:

** How have the basic values and principles of American democracy changed and in what ways have they been preserved?*

** Our government was founded on the principles of fairness, equality and respect for diversity.*

Enduring Understandings: Student will...

*Learn how protests eventually led to revolution in the colonies

*Learn the function and format of the Declaration of Independence

Assessment

Formative Assessments:

History Labs

Review Games/Activities

Colonist Newspaper Articles

Note outlines

Current Event reports

Critical thinking questions-written responses

Mapping activities

Summative Assessments:

Quiz

Personal Declaration Paper

Chapter Test

Unit Overview

Content Area:
Social Studies

Grade Level:
7th Grade

Unit Title: The American Revolution		Length of Unit: 6 weeks
Unit Summary: Study of American Revolution. Focus on advantages & disadvantages of sides, George Washington's leadership, key battles & turning points, and the Treaty of Paris.		
Interdisciplinary connections: Language Arts, performing arts, visual arts		21 st Century Themes: <i>Implement problem-solving strategies to solve a problem in school or the community. Use multiple points of view to create alternative solutions.</i>
Resources Needed:		
Print	Media/Internet	Supplemental
Holt Text Call to Freedom Political Cartoons Biography Readings	America: The Story of Us DVD YouTube video clips History.com PowerPoint presentations	Poster board
Learning Targets		
Standards: 6.1 U.S. History: Revolution and the New Nation		
CPI#	Cumulative Progress Indicator (CPI)	
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.	
6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.	
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.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.	
Unit Essential Questions: * <i>Why is there political and social conflict?</i> * <i>Individuals have the power to make positive changes in society.</i>		

Enduring Understandings: Student *will...*

*Learn how Washington used NJ to exhibit key leadership characteristics

*Learn the geography of the original U.S.A. boundaries from the Treaty of Paris

Assessment

Formative Assessments:

Poster projects on Revolution advertising

Revolutionary War Skits

History Labs

Responses to videos

Review games/activities

Note outlines

Document Based Question packets

Summative Assessments:

Key battle presentations

Chapter tests

Advertisements (Recruitment for soldiers)

Mapping activities

Unit Overview

Content Area:
Social Studies

Grade Level:
7th Grade

Unit Title:
United States Constitution

Length of Unit:
6 weeks

Unit Summary: Study of the American Constitution & how it differed from the Articles of Confederation. Focusing on the compromises made during its creation, separation of powers, checks & balances, Bill of Rights, and formation of political parties.

Interdisciplinary connections: Language Arts, performing arts, visual arts	21 st Century Themes: <i>Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</i>
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Resources Needed:

Print	Media/Internet	Supplemental
Holt Text Call to Freedom Articles of Confederation U.S. Constitution American Civics textbooks The Signers books The Great American Citizenship Quiz book Political Cartoon: "Ratifying the Constitution" Biography readings	America: The Story of Us DVD YouTube video clips History.com	Poster Board

Learning Targets

Standards: 6.1 U.S. History: Revolution and the New Nation

CPI#	Cumulative Progress Indicator (CPI)
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	Determine why the Alien and Sedition Acts were enacted and whether they undermined Civil liberties.
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.

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.
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.

Unit Essential Questions:

** How does the government established by the Constitution embody the purposes, values and principles of the American dream?*

** The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.*

Enduring Understandings: Student will...

*Learn how rules are created and for what purpose.

*Learn that citizens have rights and responsibilities.

Assessment

Formative Assessments:

Reading check questions
 Graphic organizers
 Bill of Rights scenarios
 Amendment Project
 History Labs
 Note outlines
 Review Games/Activities

Summative Assessments:

Amendment advertising
 Unit test

Unit Overview

Content Area:
Social Studies

Grade Level:
7th Grade

Unit Title:
Expansion & Reform

Length of Unit:
6 weeks

Unit Summary: Study of U.S. expansion and seeking of legitimacy. Focus on the Louisiana Purchase, War of 1812, Monroe Doctrine, Manifest Destiny, Northern Industry, Southern Slavery, and the Missouri Compromise.

Interdisciplinary connections: Language Arts, performing arts, visual arts

21st Century Themes: *The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions. Use multiple points of view to create alternative solutions.*

Resources Needed:		
Print	Media/Internet	Supplemental
Holt Text Call to Freedom Political Cartoons (“The Louisiana Purchase” and “Temperance Reform”) News articles Lewis and Clark diaries Biography Readings :Sacagawea	War of 1812 video -Lewis and Clark: Into the Unknown interactive computer game (PBS.org) -National Geographic film: Lewis and Clark The Great Journey West -Manifest Destiny rap video -PowerPoint presentations	Poster Board
Learning Targets		
Standards: 6.1 U.S. History: Expansion and Reform		
CPI#	Cumulative Progress Indicator (CPI)	
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.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 removal of Native Americans.	
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.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.	
Unit Essential Questions: * <i>How are present events related to past events?</i> * <i>Historians establish justifiable timelines to connect significant events.</i>		

Enduring Understandings: Student *will...*

*Learn how and why America expands

*Learn how America sought legitimacy as a new nation

Assessment

Formative Assessments:

Critical thinking questions

Indian Removal response papers

History Labs

Lewis and Clark diary entries

Northern Industry packets

Note outlines

Summative Assessments:

Quizzes

Tests

Unit Overview

Content Area:
Social Studies

Grade Level:
7th Grade

Unit Title:
The American Civil War

Length of Unit:
6 weeks

Unit Summary: Study of the causes and outcome of the Civil War. Focus on Underground Railroad, Compromise of 1850, Kansas-Nebraska Act, the Election of 1860, the Confederate States of America

Interdisciplinary connections: Language Arts, performing arts, visual arts

21st Century Themes: *Ethical behaviors support human rights and dignity in all aspects of life.*

Resources Needed:

Print

Media/Internet

Supplemental

Holt Text Call to Freedom 4 level baskets of Civil War books Political cartoons (“Slavery in America and England,” “Secession,” “Copperheads”) Biography Reading- Harriet Tubman	Frederick Douglass & Harriet Tubman videos PowerPoint presentations America: The Story of US DVD History.com video clips	Poster Board
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Learning Targets

Standards: 6.1 U.S. History: Expansion & Reform, Civil War & Reconstruction

CPI#	Cumulative Progress Indicator (CPI)
6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
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.B.5.a	Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.
6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
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.

Unit Essential Questions:
** Can the rights of American citizens ever cause conflict among them?*
** Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens.*

Unit Learning Targets: Student *will...*
 *Learn about key individuals and events that led to the Civil War
 *Analyze the legal question of whether or not secession is a right or rebellion

Assessment

Formative Assessments:

5 W's graphic organizer (who, why, what, when, where)

Interpreting maps

Presentations

Battle projects

Note outlines

Review games/activities

Map labeling activities

Summative Assessments:

Quizzes

Tests

Unit Overview		
Content Area: Social Studies	Grade Level: 7 th Grade	
Unit Title: Reconstruction	Length of Unit: 6 weeks	
Unit Summary: Study of Reconstruction, the re-building of America after the Civil War. Focus on comparing Lincoln & Johnson, Jim Crow laws, Black Codes, Civil Rights Acts, and Amendments 13-15		
Interdisciplinary connections: Language Arts, performing arts, visual arts	21 st Century Themes: <i>Demonstrate the ability to understand inferences.</i>	
Resources Needed:		
Print	Media/Internet	Supplemental
Holt Text Call to Freedom Political Cartoons	"The Hunt for John Wilkes Booth" video "Say Anything" video clip www.splcenter.org/intel/map/hate.jsp www.cagle.com/teacher www.landmarkcases.org/plessy/equal_same.html "Ruby Bridges" movie	
Learning Targets		
Standards: 6.1 U.S. History: Civil War and Reconstruction		
CPI#	Cumulative Progress Indicator (CPI)	

6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
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>Unit Essential Questions:</p> <p>* <i>How much can business be regulated in a democratic government?</i></p> <p>* <i>How can a society as diverse as the United States ever fairly balance majority rule with minority rights?</i></p>	
<p>Enduring Understandings: Student <i>will...</i></p> <p>*Learn how the goal of Reconstruction was to build America stronger than it was before the war</p> <p>*Learn about the shortcomings of Reconstruction and how that affected the lives of minorities</p>	
Assessment	
<p>Formative Assessments:</p> <p>Presentations</p> <p>Response Papers</p> <p>Venn Diagrams</p>	
<p>Summative Assessments:</p> <p>Essay Quizzes</p> <p>Tests</p>	

<p>Interdisciplinary Connections</p>	<p>Technology</p>	<p>Modifications</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered.
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		<ul style="list-style-type: none"> ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments. ● Extra textbooks for home. Student may request books on tape
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<p>INSTRUCTIONAL STRATEGIES</p> <ul style="list-style-type: none"> ● Reinforcing effort ● Provide recognition ● Cooperative learning ● Cues, Questions, Organizers ● Summarizing (or note taking) ● Generating & testing hypotheses ● Student practice ● Individualized instruction ● Effective feedback ● Presenting learning goals/ objectives ● Self-directed learning ● Blended learning ● Authentic learning ● Adapting to learning styles ● Conferencing ● Activate prior knowledge ● Investigations ● Flexible classrooms ● Flipped classroom ● Graphic organizers ● Guest speakers ● Identifying similarities and differences ● Learning centers ● Modeling ● Music/ songs ● Peer teaching ● project -based learning ● Reading aloud ● Debate ● Word walls ● Student choice ● Think- Pair- Share 	<p>DIFFERENTIATION GIFTED AND TALENTED</p> <ul style="list-style-type: none"> ● Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities. ● Use of technological device to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials ● Use of authentic resources to promote a deeper understanding of culture. ● Provide opportunities for open-ended, self-directed activities ● Communication outside the language classroom for travel, study, work, and/or interviews with community members. ● Encourage the use of creativity / ● Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentation of cultural topics. ● Design surveys to generate and analyze data to be used in discussion. <p>STUDENTS AT RISK OF FAILURE</p> <ul style="list-style-type: none"> ● Ask students to restate information, directions, and assignments.
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- Rubrics
- Varied texts
- Literature circles
- Reading buddies
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- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS & UNIT OVERVIEWS

GRADE 8

Unit Overview		
Content Area: Social Studies	Grade Level: 8 th Grade	
Unit Title: Development of the Industrial United States	Length of Unit: 4 weeks	
Unit Summary: Study of the economic growth of the U.S. during the 1800s, with a focus on the settlement of the West and immigration in the East.		
Interdisciplinary connections: Language Arts, performing arts, visual arts	21 st Century Themes: <i>Relate how the demand for certain skills determines an individual's earning power. Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.</i>	
Resources Needed:		
Print	Media/Internet	Supplemental

<p>Holt Text Call to Freedom Ellis Island vs. Angel Island Questionnaire Mexican Immigrant Memoirs: Antonio and Francisco Political Cartoon: "Attitudes Toward Immigration"</p>	<p>"Far and Away" movie clip of Homestead scene "Godfather, Part 2" movie clip of Ellis Island scene America: The Story of Us DVD PowerPoint presentations PollEverywhere.com EllisIsland.org records History.com video clips "Shark Tank" video clip</p>	<p>Poster Board</p>
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Learning Targets

Standards: 6.1 U.S. History: The Development of the Industrial United States

CPI#	Cumulative Progress Indicator (CPI)
6.1.12.A.5.b	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Unit Essential Questions:
**How do natural resources affect the course of history?*
**How do human activity and environment affect each other?*

Enduring Understandings: Student *will...*

*Learn how the West grew as a result of their natural resources.

*Learn how the lives of immigrants differed on the East and West coasts.

Assessment

Formative Assessments:

Written and oral responses to critical thinking questions

Reading check questions

Immigration scenario questions

Note outlines

Graphic organizers

Chapter reviews

Venn Diagrams: Ellis vs. Angel Island

"Shark Tank" Projects

Current Event activities

Summative Assessments:

Poster advertisement of settling the West

Immigration quiz

Tests

Unit Overview

Content Area:
Social Studies

Grade Level:
8th Grade

Unit Title:
World War 1

Length of Unit:
4 weeks

Unit Summary: Study of how America became involved in World War I.

Interdisciplinary connections: Language Arts,
performing arts, visual arts

21st Century Themes: *Employ appropriate
conflict resolution strategies.*

Resources Needed:

Print

Media/Internet

Supplemental

Holt Text Call to Freedom Biography Readings News articles Wilson's "Fourteen Points"	Video comparison of Roosevelt, Taft, Wilson: United Streaming History.com video clips YouTube video clips (WWI Crash Course video) PowerPoint presentations	European maps Poster Board
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Learning Targets

Standards: 6.1 U.S. History: The Emergence of Modern America, World War I

CPI#	Cumulative Progress Indicator (CPI)
6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

Unit Essential Questions:
**Are there general lessons to be learned from history?*
**Why is there political and social conflict?*

Enduring Understandings: Student *will...*
**Learn why America was traditionally isolationist*
**Learn how and why America becomes involved in world affairs*

Assessment

Formative Assessments:

Guided Reading
Timelines
Vocabulary
Note outlines
Map activities
Chapter Reviews
Review games/activities
Crossword puzzles
"Support for the American War Effort" Advertisements

Summative Assessments:

Tests
Current Event tie-ins

Unit Overview

Content Area:
Social Studies

Grade Level:
8th Grade

Unit Title:
Great Depression & New Deal

Length of Unit:
6 weeks

Unit Summary: Study of the Great Depression, with a focus on personal finance, the business cycle, and how economic hardship can cause social conflict.

Interdisciplinary connections: Language Arts, performing arts, visual arts

21st Century Themes: *Construct a simple personal savings and spending plan based on various sources of income. Create debit and credit balance sheets and income and cash statements.*

Resources Needed:

Print

Media/Internet

Supplemental

Holt Text Call to Freedom McDonalds & Oreos stories 1932 Budget, "We Get By" Political Cartoons ("FDR and the New Deal," "Herbert Hoover and the Great Depression")	American Recovery Act.gov America: The Story of Us DVD PowerPoint presentations	Monopoly board game
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Learning Targets

Standards: 6.1 U.S. History: The Great Depression & New Deal

CPI#	Cumulative Progress Indicator (CPI)
6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
6.1.12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
6.1.12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
6.1.12.A.10.a	Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.
6.1.12.A.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period (i.e. the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
6.1.12.D.10.d	Determine the extent to which the New Deal public works and arts programs impacted New Jersey and the nation.

Unit Essential Questions:

**How much can business be regulated in a democratic government?*

**Are there limits to government activity in the economy?*

Enduring Understandings: Student *will...*

*Learn what an economy is and how it affects people

*Learn how different political perspectives attempt to solve economic problems

Assessment

Formative Assessments:

Cartoon overview of chapter

Artist of the Great Depression research project

History Lab

Summative Assessments:

1932 family of four budget sheet

Test and quizzes

Unit Overview

Content Area:
Social Studies

Grade Level:
8th Grade

Unit Title:
World War 2

Length of Unit:
5 weeks

Unit Summary: Study of America's entry into WW2 and its ending practice of isolationism. Focus on the mistreatment of minority groups: Jews in Europe, Japanese-Americans in America.

Interdisciplinary connections: Language Arts, performing arts, visual arts

21st Century Themes: *Ethical behaviors support human rights and dignity in all aspects of life.*

Resources Needed:

Print

Media/Internet

Supplemental

<p>Holt Text Call to Freedom News papers Korematsu v. U.S. court packet “Terrible Things” allegory Eli Weisel “Night” Nuremberg Laws Primary Source Reading: A Witness to the Normandy Invasion “The Bombing of Hiroshima” “First They Came For” poem</p>	<p>“Pearl Harbor” movie clip of attack scene “The Devil’s Arithmetic” movie YouTube video: Japanese Internment PowerPoint presentations</p>	<p>Europe Map Pacific Islands map</p>
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Learning Targets

Standards: 6.1 U.S. History: World War 2

CPI#	Cumulative Progress Indicator (CPI)
6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e. the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

Unit Essential Questions:

**Can the rights of American citizens ever cause conflict among them?*

**What is the formal and informal relationship of the United States to other nations?*

Enduring Understandings: Student *will...*

*Learn how America transformed into the “police of the world” following WW2 and why

*Learn how nations mistreat minorities

Assessment

Formative Assessments:

Geography activities

Timelines

Critical thinking questions

Movie synopsis and critiques

Japanese internment video worksheet

Responses

Summative Assessments:

Korematsu v. U.S. mock trial participation

Test and quizzes

Unit Overview

Content Area:
Social Studies

Grade Level:
8th Grade

Unit Title:
Civil Rights

Length of Unit:
6 weeks

Unit Summary: Study of the civil rights movement in America, from WW2 to the late 1960s, with a focus on the Little Rock Nine and Martin Luther King, Jr.

Interdisciplinary connections: Language Arts, performing arts, visual arts

21st Century Themes: *Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities. Employ*

		<i>appropriate conflict resolution strategies.</i>
Resources Needed:		
Print	Media/Internet	Supplemental
Holt Text Call to Freedom News articles Racism current event stories Biography readings Primary source readings "Getting to Know You" and "Decision Mountain"	"The Long Walk Home" movie Civil Rights video America: The Story of Us DVD PowerPoint presentations Remember the Titans movie Interactive Hate Map www.splcenter.org/get-informed/hate-map www.streetlaw.org/en/landmark/home "Little Rock Nine" YouTube video	
Learning Targets		
Standards: 6.1 U.S. History: Civil Rights and Social Change		
CPI#	Cumulative Progress Indicator (CPI)	
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.	
6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.	
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.	
6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.	
Unit Essential Questions: <i>*How can citizens and groups participate effectively in the democratic process?</i> <i>*Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?</i>		

Enduring Understandings: Student *will...*

*Learn why the nation began to change civil rights nearly 100 years after the Civil War

*Learn how citizenship involves sacrificing time, money, and much more sometimes

Assessment

Formative Assessments:

“Decision Mountain”

Integrating Central High reading & questions

Presentation event organizers

Martin Luther King Jr. and Malcolm X biography articles and worksheets

Martin Luther King Jr. and Malcolm X Venn diagrams

Current Event project: Racism today

Hate Map project

Summative Assessments:

Little Rock Nine summary

Presentations

Tests and quizzes

Unit Overview

Content Area:
Social Studies

Grade Level:
8th Grade

Unit Title:
Active Citizenship

Length of Unit:
6 weeks

Unit Summary: Study of becoming active, informed citizens who value diversity and promote cultural understanding.

Interdisciplinary connections: Language Arts, performing arts, visual arts	21 st Century Themes: <i>Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</i>
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Resources Needed:

Print	Media/Internet	Supplemental
News articles Civics textbooks American's Creed Supreme Court cases	United Streaming Inside Man documentary series Interactive Hate Map "What Would You Do?" video clips http://billofrightsinstitute.org/resources/educator-resources/lessons-plans/landmark-cases-and-the-constitution	Poster board

Learning Targets

Standards: 6.3 Active Citizenship in the 21st Century

CPI#	Cumulative Progress Indicator (CPI)
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).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
6.3.8.C.1	Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.
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.

Unit Essential Questions:

**Whose point of view matters?*

**How can citizens and groups participate effectively in the democratic process?*

Enduring Understandings: Student *will...*
*Learn how an election and court trial operates

*Learn how to form an opinion on a social issue and present it effectively to a group

Assessment

Formative Assessments:

Debate

Posters

Distance learning/community blog

Responses to ethics questions

American documents in our own words

Summative Assessments:

Written and oral questions to community members

Mock elections and trials

Interdisciplinary Connections

Technology

Modifications

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of
- class notes Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for

		<p>correct spelling on assignments.</p> <ul style="list-style-type: none"> • Extra textbooks for home. Student may request books on tape
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<p>INSTRUCTIONAL STRATEGIES</p> <ul style="list-style-type: none"> • Reinforcing effort • Provide recognition • Cooperative learning • Cues, Questions, Organizers • Summarizing (or note taking) • Generating & testing hypotheses • Student practice • Individualized instruction • Effective feedback • Presenting learning goals/ objectives • Self-directed learning • Blended learning • Authentic learning • Adapting to learning styles • Conferencing • Activate prior knowledge • Investigations • Flexible classrooms • Flipped classroom • Graphic organizers • Guest speakers • Identifying similarities and differences • Learning centers • Modeling • Music/ songs • Peer teaching • project -based learning • Reading aloud • Debate • Word walls • Student choice • Think- Pair- Share • Rubrics • Varied texts • Literature circles • Reading buddies • 	<p>DIFFERENTIATION GIFTED AND TALENTED</p> <ul style="list-style-type: none"> • Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities. • Use of technological device to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials • Use of authentic resources to promote a deeper understanding of culture. • Provide opportunities for open-ended, self-directed activities • Communication outside the language classroom for travel, study, work, and/or interviews with community members. • Encourage the use of creativity / • Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentation of cultural topics. • Design surveys to generate and analyze data to be used in discussion. <p>STUDENTS AT RISK OF FAILURE</p> <ul style="list-style-type: none"> • Ask students to restate information, directions, and assignments. • Repetition and practice • Model skills / techniques to be mastered. • Extended time to complete class work • Provide copy of class notes • Preferential seating to be mutually determined by the student and teacher • Student may request to use a computer to complete assignments. • Establish expectations for correct spelling on assignments. • Extra textbooks for home.
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| | <ul style="list-style-type: none">● Student may request books on tape / CD / digital media, as available and appropriate.● Assign a peer helper in the class setting● Provide oral reminders and check student work during independent work time● Assist student with long and short term planning of assignments● Encourage student to proofread assignments and tests● Provide regular parent/ school communication● Teachers will check/sign student agenda daily |
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RESOURCES

Websites:

- See New Jersey Core Curriculum Content Standards at www.njcccs.org Introduction
- New Jersey State Department of Education. (2008). Standards clarification project. Trenton, NJ: Author. Online: <http://www.nj.gov/education/aps/njscp>
- National Council for Economic Education. (2000). *National content standards in economics*. New York: Author. Online: <http://www.councilforeconed.org/ea/standards/>
- National Council for Geographic Education. (1994). National geography standards. Washington, DC: Author. Online: <http://www.ncge.org/i4a/pages/index.cfm?pageid=3314>
- National Council for the Social Studies. (2008). *Expectations of Excellence: Curriculum standards for social studies* (draft). Silver Spring, MD: Author. Online: http://www.socialstudies.org/system/files/StandardsDraft10_08.pdf

Textbooks

- 1st Grade:
Houghton-Mifflin, Grow and Change
- 2nd Grade:
Houghton-Mifflin, We the People Work Together
- 3rd Grade:
Houghton-Mifflin, Share our World
- 4th Grade:
Houghton-Mifflin, Explore our Land from Sea to Shining Sea
- 5th Grade:
Houghton-Mifflin, Build our Nation
- 6th Grade:
Holt, World History
- 7th Grade:
Holt, Call to Freedom

- 8th Grade:
Holt, Call to Freedom